DOCUMENT RESUME

ED 397 042 SP 036 767

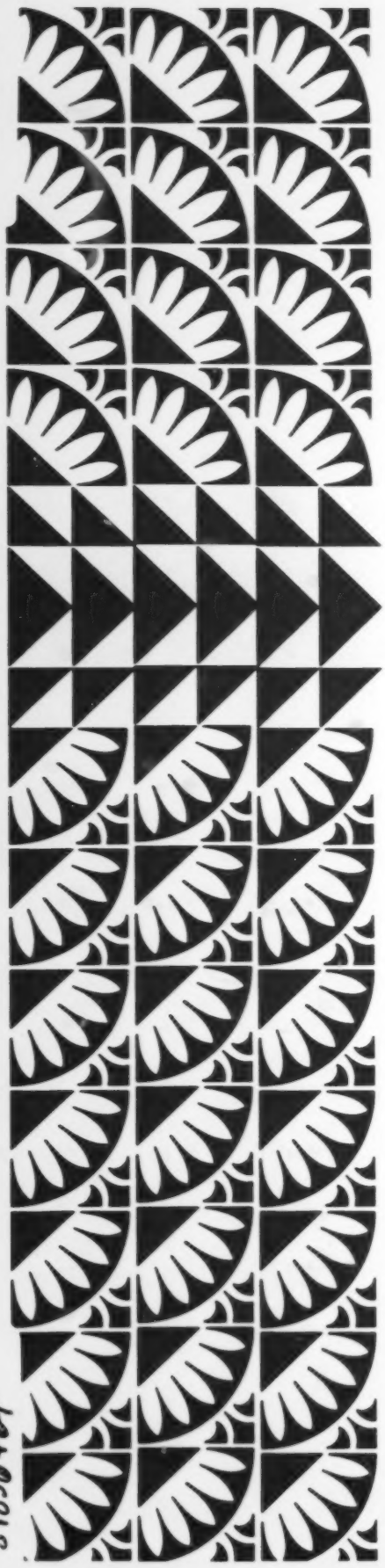
TITLE	Licensure Regulations for School Personnel.
INSTITUTION	Virginia State Dept. of Education, Richmond.
PUB DATE	Jul 93
NOTE	69p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administrator Qualifications; *Alternative Teacher Certification; Elementary Secondary Education; Employment Qualifications; *School Personnel; State Regulation; *State Standards; *Teacher Certification; *Teacher Qualifications
IDENTIFIERS	*Virginia

ABSTRACT

These regulations outline specific licensure requirements for individuals seeking additional endorsements (teaching areas or other school personnel positions), licensure outside of a state-approved program, or licensure through alternate routes. The regulations do not affect individuals completing a Virginia approved program for initial licensure; therefore, individuals enrolled in an approved teacher preparation program in Virginia must complete the requirements approved by the Board of Education and stipulated by the institution. The Virginia licensure regulations stipulate that individuals may become licensed in Virginia through a Virginia state-approved program; reciprocity with a state approved teacher training program in another state; or by recommendation of an individual's employing Virgi ia school division or nonpublic school. The eight sections of the document are as follows: (1) "Definitions"; (2) "Administering the Regulations"; (3) "Licensure"; (4) "Revocation, Cancellation, Suspension, Denial, and Reinstatement of Teaching Licenses"; (5) Advisory Board on Teacher Education and Licensure"; (6) "General and Professional Studies Requirements"; (7) "Teaching Endorsements" (requirements for endorsement in specific subject areas); and (8) "Support Personnel" (requirements for endorsement for division superintendent, instructional and supervisory personnel, reading specialist, school counselor, school principal, school psychologist, school social worker, visiting teacher, vocational evaluator, and vocational special needs). Excerpts from the Code of Virginia are appended. (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 397 042



LICENSURE REGULATIONS

for School Personnel

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E. Cassell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Office of Professional Licensure
Division for Compliance Coordination
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23216-2120

S1036767

LICENSURE REGULATIONS
for School Personnel

Effective July 1, 1993

Office of Professional Licensure
Division for Compliance Coordination
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23216-2120

DIVISION FOR COMPLIANCE COORDINATION

Dr. Thomas A. Elliott
Division Chief for Compliance Coordination
(804) 371-2522

Office of Professional Licensure
(804) 225-2022

Mrs. Patty Pitts
Associate Specialist for Licensure

Mrs. Marjorie Beauregard
Specialist

Ms. Dorothea Dowl
Specialist

Mrs. Lisa Jones
Specialist

Ms. Joyce Maddra
Specialist

Mrs. Cathy Martinson
Specialist

Ms. Gwendolyn Young
Specialist

Technical Support
Monica Dillard
Vernelle Emerson
Delece Groseclose
Bernice Montague
Myra Moore
Delores Stephens
Debbie Tuxford

Virginia Department of Education
Division for Compliance Coordination
Office of Professional Licensure
P. O. Box 2120
Richmond, VA 23216-2120

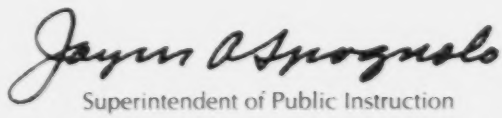
FOREWORD

This publication of licensure regulations for school personnel represents an effort begun in 1990 following the requirement by the Board of Education and the State Council of Higher Education to colleges and universities to restructure preparation programs for prospective teachers. The restructured programs required an undergraduate degree in an arts and sciences discipline, limited professional education course requirements to 18 semester hours, not including field experiences, and required extensive time in classrooms with students under the guidance of college and university faculty and lead teachers prior to the student teaching experience. These requirements and other guidelines for restructuring resulted in the approval of individual preparation programs for the 37 institutions preparing teachers for the classroom. Such individualization and the belief that institutions in Virginia should have greater flexibility in designing their preparation program results in the need to revise licensure regulations consistent with the new programs.

Major revisions include the establishment of two new licenses, division superintendent and vocational evaluator; eight new endorsement areas including adult education, adult English as a second language, computer science, keyboarding, dance, foreign languages in elementary grades, gifted education, and vocational special needs; new procedure for adding and deleting endorsements; and a new approach to the alternative route to licensure.

Since the restructuring, the Board of Education and the Department of Education have been engaged in an initiative to develop a World Class Education system. The Virginia World Class Education initiative focuses on the establishment of new content and performance standards that set high expectations for students. These standards may require another review of the licensure regulations to insure that the program preparation requirements are aligned with the demands of the World Class Education initiative.

The regulations contained in this publication become effective July, 1, 1993. Personnel in the Department of Education are grateful to the various teams appointed to develop the draft regulations submitted to the Advisory Board on Teacher Education and Licensure. Appreciation is also extended to members of the Advisory Board for their hard work and dedication in preparing the regulations for Board of Education approval.



Superintendent of Public Instruction

TABLE OF CONTENTS

INTRODUCTION ▶ 1

PART I: DEFINITIONS ▶ 3

PART II: ADMINISTERING THE REGULATIONS ▶ 5

PART III: LICENSURE ▶ 6

Purpose and responsibility for licensure —6
Conditions for licensure —6
Types of licenses —6
Dating of licenses —6
Additional endorsements —6
Deletion of an endorsement —7
Professional Teacher's Assessment —7
Alternate route to licensure —7
Requirements for renewing a license —9

PART IV: REVOCATION, CANCELLATION, SUSPENSION, DENIAL, AND REINSTATEMENT OF TEACHING LICENSES ▶ 10

Revocation —10
Cancellation —12
Suspension —12
Denial —14
Right to counsel and transcript —15
Action by the Superintendent of Public Instruction —15
Right of license holder to appear at hearing —15
Notification —16
Separability —16

PART V: ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE ▶ 17

PART VI: GENERAL AND PROFESSIONAL STUDIES REQUIREMENTS ▶ 18

General studies requirements —18
Professional studies requirements —18

PART VII: TEACHING ENDORSEMENTS ▶ 20

Adult education —20
Adult English as a second language —20
Agriculture —21
Art —21
Biology —22
Business education: accounting —22
Business education: basic business —22
Business education: business —23
Business education: keyboarding (add-on endorsement) —24
Chemistry —24
Computer science —24
Dance NK-12 —25
Dance NK-12 (Add-on endorsement) —25
Driver education (Add-on endorsement) —26
Early education NK-3 —26
Earth science —27
Economics —27
Economics (Add-on endorsement) —27
Elementary grades 3-6 —27
English —28

English as a second language (ESL) —29
Foreign language: modern (grades 6-12) —29
Foreign languages in elementary grades (Add-on endorsement) —30
Foreign language: Latin —30
General mathematics —31
General science —31
Geography —31
Geography (Add-on endorsement) —31
Gifted education (Add-on endorsement) —32
Health education NK-12 —32
Health education NK-12 (Add-on endorsement) —32
Health occupations —33
History —33
Home economics education (Work and family studies) —34
Industrial cooperative training (Add-on endorsement) —34
Journalism —35
Journalism (Add-on endorsement) —35
Library media NK-12 —35
Marketing —36
Mathematics —37
Middle education grades 6-8 —37
Music-choral grades NK-12 —38
Music-instrumental grades NK-12 —38
Physical education NK-12 —38
Physical education NK-12 (Add-on endorsement) —39
Physics —39
Political science —39
Political science (Add-on endorsement) —39
Psychology —40
Social studies —40
Sociology and cultural anthropology —40
Special education: early childhood special education —40
Special education: emotional disturbance —41
Special education: hearing impairment —42
Special education: mental retardation —43
Special education: severe disabilities —43
Special education: specific learning disabilities —44
Special education: speech/language disorders —45
Special education: visual impairment —47
Speech communication —48
Speech communication (Add-on endorsement) —48
Technology education —48
Theatre arts —48
Theatre arts (Add-on endorsement) —48
Trade and industrial education —49
Trade and industrial education (Add-on endorsement) —50

PART VIII: SUPPORT PERSONNEL ▸ 51

Division superintendent —51
Instructional and supervisory personnel —52
Reading specialist —52
School counselor —53
School principal —54
School psychologist —55
School social worker —56
Visiting teacher —57
Vocational evaluator —57
Vocational special needs (Add-on endorsement) —59

APPENDIX ▸ 60

INTRODUCTION

The primary purpose for licensing teachers and other school personnel is to maintain standards of professional competence. This responsibility is set forth in Sections 22.1-298 and 22.1-299 of the Code of Virginia and specifies in part* that:

The Board of Education shall, by regulation, prescribe the requirements for licensure of teachers. . . .

No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license or provisional license issued by the Board of Education.

The regulations for school personnel outline specific requirements for licensure for individuals seeking additional endorsements (teaching areas or other school personnel positions), individuals seeking licensure outside of a state-approved program, and individuals seeking licensure through the alternate route to licensure. The regulations do not affect individuals completing a Virginia approved program for *initial* licensure; therefore, if an individual is enrolled in an approved teacher preparation program in Virginia, he/she must complete the requirements approved by the Board of Education and stipulated by the institution.

ROUTES TO LICENSURE

The Virginia licensure regulations stipulate three routes for individuals to become licensed in Virginia. They are as follows:

1. ***Approved Program*** - a Virginia state-approved teacher preparation program or an alternate state-approved program. For more information relative to this method of licensure, please contact the Virginia college or university where you wish to enroll. The Licensure Regulations for School Personnel do not affect institutions of higher education programs approved by the Board of Education for initial licensure.

2. ***Reciprocity*** - an individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher training program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license which must be in force at the time the application for a Virginia license is made. [Please note that an individual seeking licensure must establish a file in the Department of Education by submitting a complete application packet, which includes official student copies of transcripts.]

3. ***Alternate Route to Licensure*** - an alternate route to licensure is available through the recommendation of an individual's employing Virginia school division or nonpublic school. Requirements for the alternate route are outlined in the licensure regulations.

A professional teacher's assessment prescribed by the Board of Education must be satisfied through all three routes to licensure.

* The entire Code section is stated in the Appendix to the regulations.

ELIGIBILITY FOR NEW ENDORSEMENT AREAS

The licensure regulations for school personnel include new endorsement areas approved by the Board of Education. These teaching areas are: adult education, adult English as a second language, keyboarding, computer science, dance, foreign languages in elementary grades, gifted education, and vocational special needs. A Vocational Evaluator License has also been established. An individual may be eligible for one of these new endorsements or the Vocational Evaluator License if he/she has met the following criteria:

- holds, or is eligible for, a Virginia license issued by the Board of Education;
- is currently employed by a Virginia public or accredited non-public school;
- has completed at least two years of successful, full-time experience in the newly established endorsement area. The experience must have been acquired in the past seven years; and
- receives the recommendation of an employing Virginia public school superintendent or accredited nonpublic school director/principal.

Requests for new endorsement areas and the Vocational Evaluator License based upon the above criteria must be submitted to the Office of Professional Licensure by December 31, 1993.

PART I
DEFINITIONS

§1.1. Definitions.

The following words and terms, when used in these regulations, shall have the meanings indicated, unless the context clearly implies otherwise:

Accredited institution means an institution of higher education accredited by a state, regional, or national accrediting agency recognized by the United States Department of Education.

Cancellation means the annulment, voiding, or invalidation of a teaching license following voluntary surrender of the license by the license holder.

Collegiate Professional License means a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including the professional teacher's assessment prescribed by the Board of Education. It is also issued to an applicant from out-of-state who holds a current, valid license from that state or who has completed an approved teacher preparation program in another state in a comparable endorsement area and who has satisfied the professional teacher's assessment requirement prescribed by the Board of Education.

Content area course work means courses at the undergraduate level (two or four-year institution) or at the graduate level that will not duplicate previous courses taken in the humanities, history and the social sciences, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or department of arts or sciences.

Denial means the refusal to grant a teaching license to a new applicant or to an applicant who is reapplying after the expiration of a license.

Postgraduate Professional License means a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from an accredited institution.

Provisional License means a nonrenewable license issued for a period of three years to individuals who have been employed by a Virginia educational agency. It is available to:

1. an individual holding a baccalaureate degree from an accredited institution who meets the requirements for one or more endorsement areas (in-state or out-of-state);

2. an individual entering the teaching field through the alternate route to licensure upon recommendation of the employing educational agency;

3. an individual failing to meet an allowable portion of general, professional, or specific endorsement requirements;

4. an individual seeking the Technical Professional License; or

5. an individual who is eligible for licensure but who needs to successfully complete the professional teacher's assessment prescribed by the Board of Education.

Pupil Personnel Services License means a five-year, renewable license available to an individual who has earned an appropriate graduate degree from an accredited institution with an endorsement for guidance counselor, school psychologist, school social worker, or visiting teacher. This license does not require teaching experience.

Revocation means the annulment by recalling, repealing, or rescinding a teaching license.

Superintendent License means a five-year, renewable license and is available to an individual who has completed an earned master's degree from an accredited institution of higher education and completed specific requirements through one of three options outlined under "Superintendent License" of the Support Personnel Section of these regulations. The individual's name must be listed on the Board of Education's Eligible List of Division Superintendents.

Suspension means the temporary withdrawal of a teaching license.

Technical Professional License means a five-year, renewable license available to a person who has graduated from an accredited high school (or possesses a General Education Development Certificate), who does not hold a baccalaureate degree but has exhibited academic proficiency, technical competency, and occupational experience. Individuals must:

(1) hold a license issued by the appropriate Virginia Board for those program areas requiring a license and a minimum of two years of satisfactory experience at the journeyman-level or an equivalent, or

(2) have completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade, or

(3) have four years of work experience at the management or supervisory level or equivalent; or have a combination of four years of training and work experience at the management or supervisory level or equivalent. Individuals must have completed nine (9) semester hours of specialized professional studies credit from an accredited college or university. The Technical Professional License is issued at the recommendation of an employing educational agency.

Vocational Evaluator License means a five-year, renewable license available to an individual who has earned at least a bachelor's degree from an accredited institution. (Please refer to the Vocational Evaluator License requirements listed under the Support Personnel Section of these regulations.) Teaching experience is not a requirement for this license.

PART II

ADMINISTERING THE REGULATIONS

§2.1. In administering the regulations, modifications may be made in exceptional cases by the Superintendent of Public Instruction.

PART III
LICENSURE

§3.1. Purpose and responsibility for licensure.

The primary purpose for licensing teachers and other school personnel is to maintain standards of professional competence. The responsibility for licensure is set forth in Section 22.1-298 of the Code of Virginia (refer to appendices), which states that the Board of Education shall, by regulation, prescribe the requirements for licensure of teachers.

§3.2. Conditions for licensure.

In accordance with this authority, the Board of Education prescribes these regulations. Applicants for licensure must:

1. be at least 18 years of age;
2. pay the appropriate fees, as determined by the Board of Education and complete the application process;
3. have earned a baccalaureate degree (with the exception of the Technical Professional License), from an accredited institution of higher education; and
4. possess good moral character (free of conditions outlined in Part IV of this document).

§3.3. Types of licenses.

The following types of licenses are available:

1. Provisional License
2. Technical Professional License
3. Collegiate Professional License
4. Postgraduate Professional License
5. Pupil Personnel Services License
6. Superintendent License
7. Vocational Evaluator License

§3.4. Dating of licenses.

All licenses will be effective from July first in the year in which the application was made.

§3.5. Additional endorsements.

One or more endorsements may be added to the license, provided specific endorsement requirements have been met. Written requests are made by the licensed professional and should be directed to the employing educational agency or college or university. If the request is not acted upon by the local educational agency within 30 days, or is disputed, the license holder may make a written request for an additional endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect by July 1 of that year.

§3.6. Deletion of an endorsement.

An endorsement may be deleted from a license at the request of the licensed professional. Written requests are made by the licensed professional and should be directed to the employing educational agency. If the request is not acted upon by the local educational agency within 30 days, or is disputed, the license holder may make a written request for the deletion of an endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect by July 1 of that year. Individuals who wish to add an endorsement that has been deleted must meet requirements for that endorsement at the time it is requested.

§3.7. Professional teacher's assessment.

All candidates who hold at least a bachelor's degree and who seek an initial Virginia teaching license must obtain passing scores on a professional teacher's assessment prescribed by the Virginia Board of Education. Candidates seeking a Technical Professional License, the Vocational Evaluator License, or the Pupil Personnel Services License are not required to take the professional teacher's assessment. Individuals who have completed a minimum of two years of full-time, successful teaching experience in an accredited public or nonpublic school (kindergarten through twelfth grade) will be exempted from the assessment requirement. [The teaching experience must have been completed prior to applying for an initial Virginia license.]

§3.8. Alternate route to licensure.

A. Alternative programs developed by institutions of higher education (i) recognize the unique strengths of prospective teachers from nontraditional backgrounds, and (ii) prepare these individuals to meet the same standards that are established for others who are granted a provisional license.

B. An alternate route is available to individuals employed by an educational agency who seek teaching endorsements kindergarten through grade 12. Endorsements at the elementary or middle school level may require the individual to take courses that are consistent with content and other unique practices for working with students at these levels.

1. Guidelines.

a. An individual seeking a Provisional License through the alternate route must:

(1) have earned a baccalaureate degree in the arts and sciences from an accredited institution of higher education;

(2) completed course work, or its equivalency, in general studies;

Persons who have an undergraduate degree other than arts and sciences wishing to teach at the NK-8 levels must meet the equivalent requirements for courses in the arts and sciences prior to employment.

(3) have met endorsement requirements for subject areas; and

(4) successfully completed a professional teacher's assessment. (If the individual has not satisfied the professional teacher's assessment requirement, a three-year provisional license may be issued upon the request of the employing Virginia educational agency).

b. The following requirements shall be satisfied within the validity period of the provisional license:

(1) Professional Studies: 15 semester hours
A minimum of fifteen (15) semester hours of professional studies in Areas I, II, III, and IV which must include the following competencies: subject area content indicating depth and breadth of subject, organization, classroom management, understanding of the various patterns of human growth and development, individual differences, evaluation, multicultural differences, and reading.

(a) Area I - Human Growth and Development: 3 semester hours
Skills in this area shall contribute to an understanding of the physical, social, emotional, and intellectual development of children and to the ability to use this understanding in guiding learning experiences. The self-esteem and interaction of children with individual differences should be included.

(b) Area II - Curriculum and Instructional Procedures: 6 semester hours
Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; classroom management; selection and use of materials, including media and computers; and evaluation of pupil performance. In addition, teaching methods appropriate for exceptional students, including the gifted and talented and those with disabling conditions, shall be included. Course work will include field experiences at the appropriate level(s).

(c) Area III - Foundations of Education: 3 semester hours
Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States. Attention should be given to the legal status of students and teachers, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education.

(d) Area IV - Reading: 3 semester hours

NK-3	Teaching of Reading
3-6	Diagnostic or Content Area
6-8	Reading in Content Area
8-12	Adult Literacy or Content Area

(2) complete one year of successful, full-time experience in the appropriate teaching area. A fully licensed, experienced teacher must be available in the school building to assist the beginning teacher employed through the alternative route.

C. A Virginia educational agency may submit to the Superintendent of Public Instruction for approval an alternative program for licensure. Requirements for the provisional license include:

1. a baccalaureate degree and the course work for the teaching area sought;

2. training (seminar, internship, course work, etc.) in curriculum, methodology, and learning styles; and

3. a fully licensed experienced teacher available in the school building to assist the beginning teacher employed through the alternative route.

§3.9. Requirements for renewing a license.

A. The Superintendent, Postgraduate Professional, Collegiate Professional, Technical Professional, Pupil Personnel Services, and Vocational Evaluator licenses may be renewed upon the completion of 180 professional development points within a five-year validity period based on an individualized professional development plan. Professional development points can be accrued by the completion of activities from one or more of the following options: college credit, professional conference, peer observation, educational travel, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, employing educational agency professional development activity.

B. A minimum of 90 points (three semester hours in a content area) in the license holder's endorsement area(s) shall be required of license holders without a master's degree, and may be satisfied at the undergraduate (two- or four-year institution) or at the graduate level. Special education course work designed to assist classroom teachers and other school personnel in working with students with disabilities may be completed to satisfy the content course requirement one cycle of the renewal process. Technical Professional License holders without baccalaureate degrees may satisfy the requirement through vocational education workshops, vocational education institutes, or through undergraduate course work at two- or four-year institutions.

C. Content area course work is defined as courses at the undergraduate level (two- or four-year institution) or at the graduate level that will not duplicate previous courses taken in the humanities, history and the social sciences, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or the department of arts and sciences. License holders with elementary education, middle education, special education, and/or reading endorsement(s) must satisfy the 90-point requirement through content course work in one of the areas listed above. Courses available through the college or the institution's department of education may be used to satisfy the content requirement for those license holders with endorsements in health and physical education, vocational education, and library science education.

D. With prior approval of the division superintendent, the 90-points in a content area also may be satisfied through: (i) course work taken to obtain a new teaching endorsement or (ii) course work taken because of a particular need of a particular teacher.

E. The remaining 90 points may be accrued by activities drawn from one or more of the ten options described in The Virginia Renewal Manual. Renewal work is designed to provide licensed personnel with opportunities for professional development relative to the grade level(s) or teaching field(s) to which they are assigned or for which they seek an added endorsement. Such professional development encompasses (i) responsible remediation of any area of an individual's knowledge or skills that fails to meet the standards of competency and (ii) responsible efforts to increase the individual's knowledge of new developments in his/her field and to respond to new curricular demands within the person's area of professional competence.

F. The proposed work toward renewal in certain options must be approved in advance by the chief executive officer or designee of the employing educational agency. Persons who are not employed by an educational agency may renew or reinstate their license by submitting to the Office of Professional Licensure, Department of Education, their Individualized Renewal Record and documentation of professional development points including official student transcripts verifying course work taken from an accredited two- or four-year college or university.

G. Accrual of professional development points shall be determined by the criteria set forth by the Virginia Department of Education.

H. Virginia school divisions and nonpublic schools will renew licenses using the Recertification Point System.

PART IV
REVOCATION, CANCELLATION, SUSPENSION, DENIAL AND REINSTATEMENT OF TEACHING LICENSES

§4.1. Revocation.

A. A teaching license may be revoked for the following reasons:

1. Obtaining or attempting to obtain such license by fraudulent means or through misrepresentation of material facts;

2. Falsification of school records, documents, statistics, or reports;

3. Conviction of any felony;

4. Conviction of any misdemeanor involving moral turpitude;

5. Conduct, such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;

6. Misapplication of or failure to account for school funds or other school properties with which the licensee has been entrusted;

7. Other good and just cause of a similar nature.

B. Procedures.

1. Submission of complaints.
A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal or other responsible school employee to file a complaint in any case in which he has knowledge that a holder of a teaching license is guilty of any offense set forth in Part IV, Section 4.1. A, of these regulations. The person making the complaint shall submit it in writing to the appropriate division superintendent.

2. Action by division superintendent.
Investigation: Upon receipt of the complaint against the holder of a teaching license, a division superintendent or his or her duly authorized representative shall investigate the charge.

If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action shall be final unless the local school board, on its own motion, votes to proceed to a hearing on the complaint or unless circumstances are present making Part IV, Section 4.1., of the regulations applicable.

C. Petition for revocation.

Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a teaching license is well-founded, the teacher shall be notified of the complaint by a written "petition for revocation of a license" signed by the division superintendent. A copy of such petition shall be sent by registered mail, return receipt requested, to the teacher's last known address. If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.

D. Form of petition.

The petition for the revocation of a license shall set forth:

1. the name and last known address of the person against whom the petition is being filed;

2. the social security number of and the type of license held by the person against whom the petition is being filed;

3. the offenses alleged and the specific actions which comprise the alleged offenses;

4. the name and address of the party filing the original complaint against the license holder;

5. a copy of the regulations containing a statement of the rights of the person charged under these regulations; and

6. any other pertinent information.

E. Filing of petition.

The original petition shall be entered in the files of the local school board where the license holder is employed.

F. Response to petition.

The license holder shall present his written answer, if any, to the petition within 14 days after the date of service of the petition as certified by the United States Postal Service.

1. If the teacher responding to the petition states that he or she does not wish to contest the charges, he may voluntarily return the license to the division superintendent with a written, signed statement requesting cancellation. The Superintendent of Public Instruction is authorized, upon receipt of the license holder's written, signed request from the division superintendent, to cancel the teaching license.

2. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the local school board shall proceed to a hearing as described in this section.

3. If the license holder files his written answer denying the charges in the petition, the local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The license holder or his representative (if any) shall be given at least 14 days notice of the hearing.

4. Following the hearing, the local school board shall receive the recommendation of the division superintendent and then either dismiss the charges or make such recommendations as it deems appropriate relative to revocation of a license. A decision to dismiss the charges shall be final (except as specified in Part IV, Section 4.1., G.), and the investigative file on the charges shall be closed forthwith, and destroyed or maintained as a separate sealed file under provision of the Virginia State Code. Any record or material relating to the charges in any other file shall be removed or destroyed. Should the local school board recommend the revocation or suspension of a license, this recommendation, along with the investigative file, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction.

G. Revocation on motion of Board of Education.

The Board of Education reserves the right, in situations not covered by the foregoing regulations, to act directly in revoking a license. No such revocation will be ordered without the involved license holder being given the opportunity for the hearing specified in Part IV, Section 4.6, B.

H. Reinstatement of license.

A license that has been revoked may be reinstated by the Board of Education after five years, if the Board is satisfied that reinstatement is in the best interest of the former license holder and the public schools of the Commonwealth of Virginia. The individual must apply to the Board for reinstatement. Notification to all appropriate parties will be communicated in writing by the state agency.

§4.2. Cancellation.

A. A teaching license may be canceled by voluntary return by the individual, or for reasons listed under Revocation, Part IV, Section 4.1., A., or for the following reason:

The teacher in his or her answer to the petition, as described in Section II.A.6, states that he does not wish to contest the charges. Reasons for cancellation are the same as those listed under Revocation, Part IV, Section 4.1., A.

B. Procedures.

The individual may voluntarily return the license to the division superintendent with a written, signed statement requesting cancellation. The Superintendent of Public Instruction is authorized, upon receipt of the license holder's written and signed request from the division superintendent, to cancel the license.

C. Reinstatement of license.

A license that has been returned for cancellation may be reissued using the normal procedure for application, if the Board is satisfied that reinstatement is in the best interest of the former license holder and the public schools of the Commonwealth of Virginia. The individual must apply to the Board for reinstatement. Notification to all appropriate parties will be communicated in writing by the state agency.

§4.3. Suspension.

A. A teaching license may be suspended for the following reasons:

1. Physical, mental, or emotional incapacity as shown by a competent medical authority;

2. Incompetency or neglect of duty;

3. Failure or refusal to comply with school laws and regulations, including willful violation of contractual obligations; or

4. Other good and just cause of a similar nature.

B. Procedures.

1. Submission of complaints.
A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal, or other responsible school employee to file a complaint in any case in which he or she has knowledge that a holder of a teaching license is guilty of any offense set forth

in Part IV, Section 4.3., A., of these regulations. The person making the complaint shall submit it in writing to the appropriate division superintendent.

2. Action by division superintendent.
Investigation: Upon receipt of the complaint against the holder of a teaching license, a division superintendent or his duly authorized representative shall investigate the charge.

   a. If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action shall be final unless the local school board, on its own motion, votes to proceed to a hearing on the complaint or unless circumstances are present making Part IV, Section 4.3., B.,2.,b. of the regulations applicable.

   b. Petition for suspension: Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a teaching license is well-founded, the teacher shall be notified of the complaint by a written "petition for suspension of a license" signed by the division superintendent. A copy of such petition shall be sent by registered mail, return receipt requested, to the teacher's last known address. If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.

   c. Form of petition: The petition for the suspension of a license shall set forth:

      (1) the name and last known address of the person against whom the petition is being filed;

      (2) the social security number and the type of license held by the person against whom the petition is being filed;

      (3) the offenses alleged and the specific actions that comprise the alleged offenses;

      (4) the name and address of the party filing the original complaint against the license holder;

      (5) a statement of the rights of the person charged under these regulations; and,

      (6) any other pertinent information.

C. Filing of petition.
The original petition shall be entered in the files of the local school board where the license holder is employed.

D. Response to petition.
The license holder shall present his or her written answer, if any, to the petition within 14 days after the date of service of the petition as certified by the United States Postal Service.

1. If the teacher responding to the petition states that he does not wish to contest the charges, he or she may voluntarily return his license to the division superintendent with a written and signed statement requesting suspension. The Superintendent of Public Instruction is authorized, upon receipt of the license holder's written, signed request from the division superintendent, to suspend the teaching license.

2. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition, or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the local school board shall proceed to a hearing as described in this section.

3. If the license holder files his or her written answer denying the charges in the petition, the local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The license holder or his representative (if any) shall be given at least 14 days notice of the hearing.

4. Following its hearing, the local school board shall receive the recommendation of the division superintendent, and then either dismiss the charges or make such recommendations relative to suspension of a license as it deems appropriate. A decision to dismiss the charges shall be final (except as specified in Part IV, Section 4.3.,E.), and the file on the charges shall be closed forthwith and all materials expunged. Should the local school board recommend the suspension of a license, this recommendation, along with supporting evidence, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction.

E. Suspension on motion of Board of Education.
The Board of Education reserves the right, in situations not covered by the foregoing regulations, to act directly in suspending a license. No such suspension will be ordered without the involved license holder being given the opportunity for the hearing as specified.

F. Reinstatement of license.
A license may be suspended for a period of time not to exceed five years. The license may be reinstated by the Department of Education, upon request, with verification that all requirements for license renewal have been satisfied. Notification to all appropriate parties will be communicated in writing by the state agency.

§4.4. Denial.

A. A teaching license may be denied for the following reasons:

1. Attempting to obtain such license by fraudulent means or through misrepresentation of material facts;

2. Falsification of records or documents;

3. Conviction of any felony;

4. Conviction of any misdemeanor involving moral turpitude;

5. Conduct, such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;

6. Revocation of the license by another state; and

7. Other good and just cause of a similar nature.

B. Expired license.
The holder of a teaching license that has expired may be denied renewal or reinstatement by the Superintendent of Public Instruction for any of the reasons specified in Part IV, Section 4.1., A., of these regulations. No such denial will be ordered unless the license holder is given the opportunity for the hearing specified in Part IV, Section 4.6., B.

§4.5. Right to counsel and transcript.

A license holder shall have the right, at his or her own expense, to be represented by counsel of choice at the local school board hearing provided for in Part IV, Section 4.5., or in the proceedings before the Board of Education, as specified in Part IV, Section 4.6., A., Counsel may, but need not, be an attorney. Any such hearing before a local school board and any hearing before the Board of Education shall be recorded; and, upon written request the party charged shall be provided a hearing transcript without charge.

§4.6. Action by the State Superintendent of Public Instruction and the Board of Education.

A. Upon receipt of the complaint from the local school division, the Superintendent of Public Instruction will ensure that an investigative panel at the state level reviews the petition. The panel shall consist of three to five members selected by the Division Chief, Compliance Coordination, Virginia Department of Education. The license holder should be notified within 14 days of the receipt of the complaint to the Department of Education as to the date, time, and location of the hearing. Both parties, the local school division and the license holder, are entitled to be present with counsel if so desired. The recommendation of the state-level panel is made to the State Superintendent of Public Instruction, for presentation to the State Board of Education. The Superintendent shall then present his report to the Board of Education or its duly designated committee at one of its duly scheduled meetings. The license holder shall be given at least 14 days notice (in the manner specified in Part IV, Section 4.1, F., herein) of the date on which the Superintendent of Public Instruction's report will be continued, where necessary, from one meeting of the Board of Education or committee to another.

B. Hearing.
The Board of Education, or its duly designated committee, shall receive and consider the report of the Superintendent of Public Instruction, and such relevant and material evidence as the license holder may desire to present at the hearing. At the conclusion of the hearing, the Superintendent of Public Instruction may recommend the action--revocation or suspension--that should be taken by the Board of Education. The Board of Education will then enter its order within 14 days after the hearing has concluded. This order will contain findings or fact either sustaining or dismissing the complaint.

C. Decision not to revoke or suspend.
If the decision of the Board of Education is not to revoke or suspend the license, the license holder and the principal complainants will be so notified and the Board of Education's file and any other record or material will be removed or destroyed.

D. Decision to revoke or suspend.
If the decision of the Board of Education is to revoke or suspend the license, a written order will be entered in the minutes of the meeting at which the matter was decided. A copy of this order will be sent to the license holder and the principal complainants.

§4.7. Right of license holder to appear at hearing.

A license holder shall have the right to appear in person at the hearings held by the local school board, Board of Education, or Board Committee described herein unless he is confined to jail or a penal institution. The local school board or Board of Education, at its discretion, may continue such hearings for a reasonable time, if the license holder is prevented from appearing in person for reasons such as documented medical or mental impairment.

§4.8. Notification.

Notification of the revocation, cancellation, suspension, denial, or reinstatement of a teaching license shall be made by the Superintendent of Public Instruction, or by his designee, via registered or certified mail, to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States.

§4.9. Separability.

If any provision of these regulations or the application thereof be held invalid, the remainder of these regulations and the applications thereof shall not be affected thereby.

PART V

ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE

§5.1. Advisory Board on Teacher Education and Licensure

A. As set forth in Section 22.1-305.2 in the Code of Virginia (Refer to the Appendix), the Advisory Board on Teacher Education advises the Board of Education on policies applicable to the licensure of school personnel.

B. Of the members who are classroom teachers of the advisory board, one may represent accredited nonpublic schools, one shall be a teacher of special education, and one shall be a teacher of vocational education.

C. The Board of Education may appoint the members of the Advisory Board from nominations submitted by state societies or incorporated associations with statewide membership representing teachers, principals, superintendents, school personnel administrators, school boards, parents, teacher preparation programs, and others.

D. The Advisory Board on Teacher Education and Licensure shall undertake such studies related to licensure as the Board of Education may request or the Advisory Board may recommend to the Board of Education.

E. The Board of Education shall make a timely response to recommendations from the Advisory Board.

F. The Advisory Board on Teacher Education and Licensure shall make at least one annual presentation to the Board of Education, and shall make additional presentations on the call of the members of the Advisory Board.

PART VI
GENERAL AND PROFESSIONAL STUDIES REQUIREMENTS

§6.1. General studies requirements.

A. Prospective candidates for licensure, with the exception of those seeking the Technical Professional License, in the Commonwealth of Virginia must provide evidence of the completion of a general education program that meets the standards.

B. The general education background for all students shall include a minimum of 46 semester credit hours of course work to include the following requirements. General studies course work may be applied to an endorsement unless otherwise noted.

Arts and humanities (art, music, philosophy, and foreign language)	9 semester hours
Written and oral communication skills (including but not limited to English grammar and composition)	6 semester hours
Literature	3 semester hours
Mathematics (algebra or calculus equivalent)	6 semester hours
History (must include American History)	6 semester hours
Social sciences	6 semester hours
Sciences (one course must include laboratory)	6 semester hours
Computer sciences	1 semester hour
Health and physical education (may include course work designated as health, physical education, wellness, recreation, physical fitness, and related descriptors)	3 semester hours

§6.2. Professional studies requirements.

A. An applicant for licensure, with the exception of those applying for the Technical Professional License, shall have completed a professional education program with a minimum of 15 semester hours with the distribution of semester hour requirements as stipulated in the following areas.

1. Human growth and development (birth through adolescence): 3 semester hours
   Skills in this area shall contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The self esteem and interaction of children with individual differences -- economic, social, racial, ethnic, religious, physical, and mental -- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to and not limited to substance abuse, child abuse, family disruptions.

2. Curriculum and instructional procedures: 6 semester hours
   Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; classroom management; selection and use of materials, including media and computers;

and evaluation of pupil performance. In addition, teaching methods appropriate for exceptional students, including gifted and talented and those with disabling conditions, methods appropriate for the level of endorsement sought, shall be included. Pre-student teaching experiences (field experiences) should be evident within these skills. For NK-12 field experiences must be at the elementary, middle, and secondary levels.

3. Foundations of education: 3 semester hours
   Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention should be given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education.

4. Reading: 3 semester hours

NK-3	Teaching of Reading
3-6	Diagnostic or Content Area
6-8	Reading in Content Area
8-12	Adult Literacy or Content Area

B. Supervised classroom experience.

The student teaching experience should provide for the prospective teacher to be in classrooms full-time for a minimum of 200 clock hours. At least 150 hours shall be in direct teaching activities (providing direct instruction) at the level of endorsement. If an NK-12 endorsement is sought, teaching activities must be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media must complete the supervised experience in a library media setting. Individuals seeking an endorsement in an area of special education must complete the supervised classroom experience requirement in the area of disability the endorsement is sought. Two years of successful full-time teaching experience in an appropriate area in any accredited public or nonpublic school may be accepted in lieu of the supervised teaching experience.

PART VII
TEACHING ENDORSEMENT AREAS

§7.1. Adult education.

The applicant seeking an endorsement in adult education shall complete the following:

1. Hold a baccalaureate degree from an accredited college or university or hold a Collegiate Professional License;

2. Individuals not holding a Collegiate Professional License must satisfy the professional teacher's assessment requirement prescribed by the Board of Education;

3. 15 semester hours of course work distributed in the following areas:

   a. The adult learner: 3 semester hours
   Experiences shall include the nature or psychology of the adult learner, or adult development.

   b. Methods and materials: 3 semester hours
   Experiences shall include methods and materials for adult basic skills.

   c. Reading for adults: 3 semester hours

   d. Electives: 6 semester hours.
   Experiences shall include course work selected from the following areas:
   (1) Curriculum development in adult basic education or GED instruction;
   (2) Beginning reading for adults;
   (3) Reading comprehension for adult education;
   (4) Beginning mathematics for adults;
   (5) Foundations of adult education; and
   (6) Other adult basic skills instruction.

4. Teaching experience.
   All applicants shall complete one year of supervised, successful full-time (or an equivalent number of hours of part-time experience) teaching of adults.

§7.2. Adult English as a second language.

The applicant seeking an endorsement in adult English as a second language shall complete the following:

1. Hold a baccalaureate degree from an accredited college or university or hold a Collegiate Professional License.

2. Individuals not holding a Collegiate Professional License must satisfy the professional teacher's assessment requirement prescribed by the Board of Education.

3. 21 semester hours of course work distributed in the following areas:

   a. Methods for teaching ESL to adults: 3 semester hours

   b. English linguistics: 3 semester hours

   c. Cross-cultural education: 3 semester hours

d. Modern foreign language: 3 semester hours

e. Electives: 6 semester hours:
   (1) Cross-cultural communication;
   (2) Second language acquisition;
   (3) General linguistics;
   (4) Teaching reading to adults;
   (5) Adult ESL instruction;
   (6) Adult ESL curriculum development.

4. Teaching experience.

   All applicants shall complete one year of supervised, successful full-time (or an equivalent number of hours of part-time experience) teaching of adults.

   Individuals holding a Virginia professional license with an endorsement in English as a Second Language NK-12 may add the Adult English as a Second Language endorsement by completing three semester hours of Methods of Teaching English as a Second Language to Adults.

§7.3. Agriculture.

The applicant seeking an endorsement in agricultural education shall have on-the-job experience in agri-business and shall complete a minimum of 45 semester hours of course work in the following technical agriculture areas:

1. Plant science: 3 semester hours

2. Animal science: 3 semester hours

3. Agricultural mechanics: 3 semester hours

4. Agricultural economics and management: 3 semester hours

5. Micro-computers: 3 semester hours
   Experiences shall include application in agriculture.

6. Electives: 30 semester hours

   Course work selected from areas 1-4 above.

   Endorsements may be granted through occupational and professional studies requirements as specified under the Technical Professional License in the following agricultural education specialized programs: agriculture machinery service and horticulture.

§7.4. Art.

The applicant seeking endorsement in art shall complete a major in art, or the equivalent to a major in art, that includes a minimum of 36 semester hours of course work. Of these semester hours, a minimum of 9 semester hours must be in upper-level courses.

1. Two-dimensional media and concepts: 12 semester hours
   Experiences shall include those basic and complex techniques and concepts in two dimensional design, drawing, painting, printmaking, and electronic imagery.

2. Three-dimensional media and concepts: 12 semester hours
   Experiences shall include basic and complex techniques and concepts in three-dimensional design, sculpture, ceramics, and crafts (such as fiber arts and jewelry making).

3. History of art: 9 semester hours
   Experiences shall include history of art, past and present, including aesthetics and criticism with emphasis on the relationship of art and culture.

4. Related areas of art: 3 semester hours
   Experiences may include related fields such as architecture, dance, music, theatre, photography, and other communication arts.

§7.5. Biology.

The applicant seeking an endorsement in biology shall complete a major in biology, or the equivalent to a major in biology that includes a minimum of 44 semester hours of course work in the following areas:

1. Biology: 32 semester hours
   Experiences shall include zoology and botany.

2. Background requirements:

   a. General chemistry: 3 semester hours

   b. Organic chemistry: 3 semester hours

3. Mathematics: 6 semester hours
   Experiences shall include college algebra and statistics.

§7.6. Business Education: Accounting.

The applicant seeking an endorsement in accounting shall complete the following:

Accounting: 12 semester hours
Experiences shall include principles of accounting.

Endorsements may be granted through occupational and professional studies requirements as specified under the Technical Professional License in the following business education specialized areas: data processing, medical office procedures, and legal office procedures.

§7.7. Business education: basic business.

The applicant seeking endorsement in basic business shall complete a minimum of 18 semester hours of course work in business principles and management which shall include a minimum of four areas selected from the following:

1. Business law;

2. Business principles;

3. Management;

4. Marketing;

5. Finance or business mathematics;

6. Insurance;

7. Policy;

8. Production; and

9. Economics.

Endorsements may be granted through occupational and professional studies requirements as specified under the Technical Professional License in the following business education specialized areas: data processing, medical office procedures, and legal office procedures.

§7.8. Business education: business.

The applicant seeking the comprehensive endorsement in business shall complete a minimum of 45 semester hours of course work in the following:

1. Accounting: 6 semester hours
   Experiences shall include principles of accounting.

2. Economics: 6 semester hours

3. Business principles and management: 12 semester hours
   Experiences shall include a minimum of four selected from the following areas:

   a. Business law;

   b. Business principles;

   c. Management;

   d. Marketing;

   e. Finance or business mathematics;

   f. Insurance;

   g. Policy; and

   h. Production.

4. Administrative systems: 9 semester hours
   Experiences shall include instruction in office communications, office systems and procedures, computer applications, and software.

5. Information systems: 6 semester hours
   Experiences may include programming courses.

6. Keyboarding and word processing applications: 6 semester hours

Endorsements may be granted through occupational and professional studies requirements as specified under the Technical Professional License in the following business education specialized areas: data processing, medical office procedures, and legal office procedures.

§7.9. Business education: keyboarding (Add-on endorsement).

The applicant seeking an add-on endorsement in keyboarding shall complete the following:

1. An endorsement in a secondary or NK-12 subject area

2. Keyboarding: 6 semester hours
   Experiences shall include keyboarding and word processing applications. Semester-hour requirements will be reduced when the applicant demonstrates previously acquired proficiency in typewriting by verifying successful completion of the most advanced course in typewriting offered by a college or university.

   Endorsements may be granted through occupational and professional studies requirements as specified under the Technical Professional License in the following business education specialized areas: data processing, medical office procedures, and legal office procedures.

§7.10. Chemistry.

The applicant seeking an endorsement in chemistry shall complete a major in chemistry or the equivalent to a major in chemistry that includes a minimum of 53 semester hours of course work in the following:

1. Chemistry: 32 semester hours
   Experiences shall include physical chemistry.

2. Background Requirements:

   a. Biology: 3 semester hours

   b. Physics: 6 semester hours

   c. Mathematics: 12 semester hours
      Experiences shall include calculus and statistics.

§7.11. Computer science.

The applicant seeking an endorsement in computer science shall complete a minimum of 15 semester hours of course work in the following:

1. Data structures and/or algorithm analysis: 3 semester hours

2. Introduction to computer systems: 3 semester hours

3. Application of computer technology: 3 semester hours

4. Computer science: 6 semester hours
   Two sequential courses.

§7.12. Dance NK-12.

The applicant seeking an endorsement in dance NK-12 shall complete a minimum of 24 semester hours in the following areas:

1. Development of movement language: 12 semester hours

   a. Experiences shall include a course in each of the following dance areas for a total of six semester hours:
      (1) Ballet;
      (2) Folk;
      (3) Jazz; and
      (4) Modern.

   b. Area of concentration.
      A minimum of 3 semester hours of course work beyond entry level in one of the following dance areas:
      (1) Ballet;
      (2) Folk;
      (3) Jazz; and
      (4) Modern.

   c. A minimum of 3 semester hours to include:
      (1) Composition;
      (2) Improvisation; and
      (3) Dance production.
      May include: stage lighting, stage costuming, or stage makeup.

2. Scientific foundations: 9 semester hours
   Must include each of the following areas:

   a. Human anatomy;

   b. Kinesiology; and

   c. Injury prevention and care for dance - may include exercise physiology, athletic training, and/or injury prevention and care.

3. Cultural understanding: 3 semester hours
   Must include history of dance.

§7.13. Dance NK-12 (Add-on endorsement).

The applicant seeking an add-on endorsement in dance NK-12 shall complete the following for a total of 15 semester hours:

1. An endorsement in physical education

2. Development of movement language: 12 semester hours

   a. Experiences shall include at least a course in each of the following dance areas for a total of 6 semester hours:
      (1) Ballet;
      (2) Folk;
      (3) Jazz; and
      (4) Modern.

b. Area of concentration.
A minimum of 3 semester hours of course work beyond entry level in one of the following dance areas:
(1) Ballet;
(2) Folk;
(3) Jazz; or
(4) Modern.

c. Composition or improvisation.
A minimum of 3 semester hours in one or more of the following:
(1) Composition;
(2) Improvisation; and/or
(3) Dance production.
May include: stage lighting, stage costuming, or stage makeup.

3. Cultural understanding: 3 semester hours
Must include history of dance.

§7.14. Driver education (Add-on endorsement).

The applicant seeking an add-on endorsement in driver education shall complete the following:

1. An endorsement in a secondary or NK-12 subject area

2. Basic laboratory driver education: 3 semester hours
Experiences shall include both classroom instruction and supervised experience in actual practice driving (behind-the-wheel) instruction.

3. Methods of teaching driver education: 3 semester hours
Experiences shall include supervised experiences in behind-the-wheel instruction, including emergency procedures (steering, off-road recovery, stopping distance, and reaction time).

§7.15. Early education NK-3.

The applicant seeking the Early Education NK-3 endorsement shall complete the following:

1. An interdisciplinary study consisting of 36 semester hours in courses composed of 12 hours each in three of the following areas:

   a. Arts and humanities: foreign language, fine arts, or philosophy/religion;

   b. Social studies: psychology, sociology, anthropology, political science, history, economics, or geography;

   c. Sciences: life sciences or physical sciences;

   d. Mathematics and technology; and/or

   e. Language arts.

2. Field Experiences: 400 clock hours, at least 300 hours of which shall be in direct teaching activities (providing direct instruction). Field work should include observation of young children and adults and varying degrees of participation with children and adults in early childhood settings. Student teaching should include seminar meetings, experience in

working with parents, and experience in working with interdisciplinary teams of professionals. Applicants should have student teaching placements in two different grades (200 clock hours each), at least one of which is a pre-primary experience.

Individuals seeking an endorsement in both the early childhood and elementary areas must complete requisite course work in each concentration area. Four hundred (400) clock hours in three placements (prekindergarten or kindergarten--200 hours, first or second grade—100 hours, and third, fourth or fifth grade—100 hours), with a minimum of 200 clock hours per endorsement, must be completed.

§7.16. Earth science.

The applicant seeking an endorsement in earth science shall complete an interdisciplinary earth science major that includes a minimum of 42 semester hours of course work in the following:

1. Earth science: 36 semester hours
   Experiences shall include a minimum of 6 semester hours each of geology, oceanography, meteorology, astronomy, and an elective of 3 semester hours.

2. Background Requirements:

   Chemistry, physics, or biology: 6 semester hours
   At least one laboratory experience shall be included.

§7.17. Economics.

The applicant seeking an endorsement in economics shall complete the following requirements:

Economics: 30 semester hours
Experiences shall include consumer economics.

§7.18. Economics (Add-on endorsement).

The applicant seeking an add-on endorsement in economics shall complete the following:

1. An endorsement in history;

2. Economics: 12 semester hours;
   Course work must be above the level of the original history endorsement.

3. Political science: 6 semester hours; and

4. Geography: 6 semester hours

§7.19. Elementary grades 3-6.

An applicant seeking the Elementary Grades 3-6 endorsement shall complete the following:

1. Interdisciplinary study consisting of 36 semester hours in courses composed of 12 hours each in three of the following areas:

   a. Arts and humanities: foreign language, fine arts, or philosophy/religion;

b. Social studies: psychology, sociology, anthropology, political science, history, economics, child development, or geography;

c. Sciences: life sciences or physical sciences;

d. Mathematics and technology; or

e. English and language arts.

2. Field Experiences: 400 clock hours, at least 300 hours of which shall be in direct teaching activities (providing direct instruction). Field work should include observation of young children and adults in elementary settings. Student teaching should include seminar meetings, experience in working with parents, and experience in working with interdisciplinary teams of professionals.

Individuals seeking an endorsement in both the early childhood and elementary areas must complete requisite course work in each concentration area. Four hundred (400) clock hours in three placements (prekindergarten or kindergarten—200 hours, first or second grade—100 hours, and third, fourth or fifth grade—100 hours), with a minimum of 200 clock hours per endorsement, must be completed.

§7.20. English.

The applicant seeking an endorsement in English shall complete a major or its equivalent in English, including a minimum of 33 semester hours in course work in addition to the general studies requirement.

1. Literature: 18 semester hours
Course work from each of the following areas:

a. Survey of English literature;

b. Survey of American literature;

c. World literature;

d. Ethnic/minority literature;

e. Adolescent literature; and

f. Literary theory/criticism.

2. Language: 3 semester hours
Experiences shall include the development and nature of English, including some attention to comparative English grammar.

3. Composition: 3 semester hours
Experiences shall include the teaching of writing, based on current knowledge and most effective practices, including the use of computers for this purpose.

4. Oral Language: 3 semester hours
Experiences shall include the teaching of oral language in groups, as well as attention to oral language as used in both formal and informal presentations.

5. Electives: 6 semester hours
Course work selected from any of the four areas above.

§7.21. English as a second language (ESL).

The applicant seeking an endorsement in English as a second language shall complete a minimum of 24 semester hours of course work in the following:

1. Teaching of development reading: 3 semester hours

2. English linguistics: 3 semester hours
   Experiences shall include phonology, morphology and syntax of English.

3. Cross-cultural education: 3 semester hours

4. Modern foreign language: 6 semester hours
   If applicant's primary language is other than English, all 6 hours must be in English.

5. Electives: 6 semester hours
   Course work may be selected from any of the following topics:

   a. Second language acquisition;

   b. General linguistics;

   c. Applied linguistics;

   d. Psycholinguistics;

   e. Sociolinguistics;

   f. ESL assessment; or

   g. ESL curriculum development, including cross-cultural communication.

6. Methods for teaching ESL: 3 semester hours

§7.22. Foreign language: modern (grades 6-12).

The applicant seeking an endorsement in a modern foreign language for Grades 6-12 shall complete a major or its equivalent in a modern foreign language, including a minimum of 30 semester hours of language course work above the intermediate level. Endorsement in a second foreign language may be obtained with 24 semester hours of course work above the intermediate level.

A. Option one.
   First endorsement: 30 semester hours
   Experiences shall include course work in advanced grammar and composition, conversation, culture and civilization, and literature.

B. Option two.
   Added endorsement in a second modern foreign language: 24 semester hours
   Experiences shall include course work in advanced grammar and composition, conversation, culture and civilization, and literature.

C. Option three.
   Native speakers or applicants who have learned a foreign language without formal academic credit in a college or university must:

   1. Achieve a minimum score of 600 on the Test of English as a Foreign Language, if English is not the native language. Native speakers of English are exempt from this test.

2. Achieve a composite score at or above the fiftieth percentile on the listening, speaking, reading, writing, civilization and culture sections of the Modern Language Association Proficiency Test for Teachers and Advanced Students. No individual section score shall be below the twenty-fifth percentile.

3. Present 3 semester hours of methods of teaching foreign languages from an accredited college or university in the United States.

§7.23. Foreign languages in elementary schools grades NK-6 (FLES) (Add-on endorsement).

The applicant seeking endorsement in a modern foreign language for grades NK-6 shall satisfy all endorsement requirements for a modern foreign language grades 6-12 and shall meet the specific requirements for immersion or FLES programs noted below:

A. Option one.
Immersion Programs
The applicant must have native or near-native proficiency in the target language and meet all requirements for an elementary teaching endorsement.

1. Achieve a minimum score of 600 on the Test of English as a Foreign Language, if English is not the native language. Native speakers of English are exempt from this test.

2. Achieve a composite score at or above the fiftieth percentile on the listening, speaking, reading, writing, civilization and culture sections of the Modern Language Association Proficiency Test for Teachers and Advanced Students. No individual section score shall be below the twenty-fifth percentile.

B. Option two.
Non-Immersion (FLES): 3 semester hours
Experiences shall include course work in elementary teaching methods.

§7.24. Foreign language: Latin

The applicant seeking an endorsement in Latin shall complete a major or its equivalent in Latin, including a minimum of 24 semester hours of Latin course work above the intermediate level.

A. Option one - Latin grades 6-12
First endorsement: 24 semester hours
Experiences may include up to 6 semester hours of Roman history, Roman life, mythology, and/or archaeology.

B. Option two - Latin grades 6-12
Endorsement added to a modern foreign language: 15 semester hours
Experiences may include up to 3 semester hours of Roman history, Roman life, mythology, or archaeology.

C. Option three - Latin NK-12
The applicant seeking an endorsement in Latin for Grades NK-6 shall:

1. Hold an endorsement in Latin 6-12

2. Elementary teaching methods: 3 semester hours

§7.25. General mathematics.

The applicant an seeking endorsement in general mathematics (including general, consumer and applications of mathematics) shall complete a minimum of 18 semester hours of course work which includes the following:

1. Algebra;
2. Geometry;
3. Probability and statistics;
4. Applied mathematics; and
5. Computer science.

§7.26. General Science

The applicant seeking an endorsement in general science shall complete a minimum of 30 semester hours which must include the following:

1. Biology: 6 semester hours
2. Chemistry: 6 semester hours
3. Physics: 6 semester hours
4. Earth and space science: 12 semester hours

§7.27. Geography

The applicant seeking an endorsement in geography shall complete a minimum of 36 semester hours of course experiences which include the following:

1. Geography: 30 semester hours
   Experiences shall include physical, cultural, and/or historical geography.
2. Economics: 6 semester hours
   Must include experiences in consumer economics.

§7.28. Geography (Add-on endorsement).

The applicant seeking an add-on endorsement in geography shall complete the following:

1. An endorsement in history
2. Economics: 6 semester hours
3. Geography: 12 semester hours
   Experiences shall include physical, cultural and/or historical geography.

§7.29. Gifted education (Add-on endorsement).

The applicant seeking an endorsement in gifted education shall complete the following:

1. An endorsement in an elementary, middle, secondary, or NK-12 subject.

2. 12 semester hours of graduate-level course work in gifted education to include each of the following areas:

   a. Integration of the gifted student into the total school environment;

   b. Characteristics of gifted students;

   c. Specific techniques of identifying gifted, and diagnostic and prescriptive approaches to instruction;

   d. Educational models, teaching methods and strategies, selection of resources and materials;

   e. Curriculum development and program evaluation;

   f. Contemporary issues and research in gifted education; and

   g. Practicum experience in gifted education.

§7.30. Health education NK-12.

The applicant seeking an endorsement in health education NK-12 shall complete a minimum of 33 semester hours of course work distributed in the following:

1. Scientific background: 12 semester hours
   Human anatomy and physiology, biology, chemistry, and microbiology.

2. Behavior or social science: 6 semester hours
   Sociology/philosophy of man.

3. Health education: 3 semester hours
   Administration of the health program including health instruction, health services, healthy school environment, evaluation and health counseling, and school-community relationships related to health.

4. Basic health content: 12 semester hours
   Personal and community problems, including drugs, smoking, nutrition, fitness, consumer health, environmental health, health careers, disease prevention, safety, first aid, CPR, Heimlich Maneuver, mental and emotional health, and family life education.

§7.31. Health education NK-12 (Add-on endorsement).

The applicant seeking an add-on endorsement in health NK-12 shall complete the following:

1. An endorsement in physical education.

2. Basic health content: 12 semester hours
   Personal and community problems, including drugs, smoking, nutrition, fitness, consumer health, environmental health, health careers, disease prevention, safety, first aid, CPR, Heimlich Maneuver, mental and emotional health, and family life education.

3. Methods of teaching health: 3 semester hours

§7.32. Health occupations.

The applicant seeking an endorsement in health occupations education must complete the requirements in one of the following options:

A. Option One. (Collegiate Professional License)

1. Hold a baccalaureate degree from an approved program of study preparing health care professionals;

2. Be licensed or certified as a professional practitioner in the area in which one is to be teaching;

3. Completed two years of occupational experience in an area related to the program to be taught; and

4. Complete a minimum of 12 semester hours of college credit in the specialized vocational education courses listed below. The courses may be completed under a provisional license if the individual is employed as a teacher in a public or nonpublic school in Virginia.

a. teaching methods;

b. curriculum development; and

c. program management.

B. Option two. (Technical Professional License)

1. Be licensed or certified as a professional practitioner in the area in which one is to be teaching;

2. Completed two years of occupational experience in an area related to the program to be taught;

3. Completed a health occupations program equivalent to a two-year associate degree program; and

4. Complete a minimum of 12 semester hour of college credit in the specialized vocational education courses listed below. The course work may be taken under a provisional license if the individual is employed as a teacher in a Virginia public or nonpublic school.

a. teaching methods;

b. curriculum development; and

c. program management.

§7.33. History.

The applicant seeking an endorsement in history shall complete a minimum of 36 semester hours of course work in the following:

1. History: 30 semester hours
   Experiences shall include Virginia and American history, world history, English history, and at least one of the following: ancient history, European history, non-western history, or contemporary affairs.

2. Economics: 6 semester hours

TO OBTAIN INFORMATION REGARDING THE REQUIREMENTS TO ADD ENDORSEMENTS IN ECONOMICS, GEOGRAPHY, AND POLITICAL SCIENCE TO THE HISTORY ENDORSEMENT, REFER TO THESE AREAS LISTED ALPHABETICALLY IN THIS DOCUMENT.

§7.34. Home economics education (Work and family studies)

The applicant seeking an endorsement in home economics education (Work and family studies) shall complete a minimum of 36 semester hours of course work in the following:

1. The development of the individual and the family: 9 semester hours

2. Management, family finance, and consumer economics: 6 semester hours

3. Food and nutrition: 6 semester hours

4. Housing, home furnishings, and equipment: 6 semester hours

5. Clothing and textiles: 3 semester hours

6. Electives: 6 semester hours

   Course work selected from areas 1-5.

   Endorsements may be granted through occupational and professional studies requirements as specified under the Technical Professional License in the following home economics (Work and family studies) specialized areas: child care occupations, clothing occupations, food occupations, home furnishings occupations, and home and institutional services.

§7.35. Industrial cooperative training (Add-on endorsement)

The applicant seeking an add-on endorsement in industrial cooperative training (ICT) shall complete the following:

1. A Virginia Collegiate Professional or Postgraduate Professional License
   Experiences shall include a minimum of two years of successful, full-time teaching experience.

2. Trade and industrial education: 15 semester hours
   Experiences shall include each of the following areas:

   a. Administration and coordination of ICT;

   b. Methods and development of related instructional materials for ICT;

   c. Vocational student organizations;

   d. Implementation of a competency based (CBE) curriculum; and

e. Development and utilization of directly related occupational materials;

3. Occupational experience: 4,000 clock hours
Experiences shall include a minimum of 4,000 clock hours, or two years, of acceptable employment in the trade, technical, or industrial field in the last ten years.

§7.36. Journalism.

The applicant seeking an endorsement in journalism shall complete the following:

Journalism: 24 semester hours

§7.37. Journalism (Add-on endorsement).

The applicant seeking an add-on endorsement in journalism shall complete the following:

1. An endorsement in any area

2. Journalism: 15 semester hours

§7.38. Library media NK-12.

The applicant seeking an endorsement in library media NK-12 shall complete a minimum of 24 semester hours which includes the following:

1. Professionalism

   Experiences shall include the philosophy and objectives of the school library and its increased responsibilities for new services; past and present role of the library media center in the school and the relationship of the school library to all types of libraries, information agencies, and appropriate local, state regional, and national professional organizations and publications.

2. Communication

   Experiences shall include techniques to interpersonal skills needed to communicate effectively with students, staff, administration and the general public.

3. Collection management

   Experiences shall include the application of basic principles critical to the evaluation, selection, and weeding of appropriate media resources; and the acquisition of new and traditional technologies.

4. Organization

   Experiences shall include the description, classification, and subject assignment of materials and; management and automation of library technical operations.

5. Administration

   Experiences shall include the identification, evaluation, planning, and management of a school library media program.

6. Instructional leadership

   Experiences shall include history, development, and content of children's and young adult's media; evaluation, selection, and utilization of media and instructional equipment for children and young adults; teaching of media, reference, research, and production skills to enable student use of resources; provision of reference, referral and retrieval services; reading, listening, and viewing guidance; and the role of the library media specialist as a teacher, information specialist, and instructional consultant.

7. Access

   Experience shall include the physical access, intellectual freedom, privacy and the rights of the school library media center users, and the use of computer networks for accessing resources within and outside the school.

8. Design and production

   Experiences shall include the design and production of resources to use in the teaching/learning process.

§7.39. Marketing.

The applicant seeking an endorsement in marketing shall complete a major in marketing education or the equivalent to a major in marketing education which includes a minimum of 30 semester hours in the following:

1. The marketing process: 3 semester hours
2. Economics: 3 semester hours
3. Specific technical areas: 9 semester hours

   Experiences shall include a minimum of three areas selected from the following:

   a. Personnel;

   b. Sales process;

   c. Merchandising;

   d. Product/service technology;

   e. Operations and organization; or

   f. Promotion.

4. Electives: 15 semester hours
5. Occupational experiences: 1,000 clock hours. Experiences shall include a minimum of 1,000 clock hours in a marketing occupation within the last five years, 500 hours of which must have been university-supervised in an approved marketing education program, or the applicant whose baccalaureate degree is in an area other than marketing education must complete a minimum 4,000 clock-hour occupational experience within the last five years in one or more marketing occupations in addition to requirements 1-4 above.

   Endorsements may be granted through occupational and professional studies requirements as specified under the Technical Professional License in the following marketing education

specialized programs: apparel and accessories; financial services; hotel/motel operations; international marketing; real estate; restaurant; sports, entertainment, and recreation; and travel and tourism.

§7.40. Mathematics.

The applicant seeking an endorsement in mathematics shall complete a minimum of 36 semester hours of course work in the following:

1. Algebra;
   Experiences should include linear and abstract algebra.

2. Geometry;
   Experiences should include Euclidean and other geometries.

3. Probability and statistics;

4. Applied mathematics;

5. Computer science and computer programming; and

6. Calculus.
   Experiences should include basic through multivariate calculus.

§7.41. Middle education grades 6-8.

An applicant seeking the Middle Education 6-8 endorsement shall complete the following:

1. Interdisciplinary study consisting of 18 semester hours in at least two of the following concentration areas:

   a. English and language arts

      A minimum of 18 semester hours that must include course work in: language (history, structure, or grammar), literature, adolescent literature, advanced composition, and interpersonal communication or speech.

   b. Social studies

      A minimum of 18 semester hours that must include course work in: American history, world history, basic economics, geography, and international affairs.

   c. Mathematics and technology

      A minimum of 18 semester hours that must include course work in: algebra, geometry, probability and statistics, computer science, and applications of mathematics.

   d. Science

      A minimum of 18 semester hours that must include a minimum of two courses in each of the following: biology, chemistry, physics, and earth and space science. A laboratory course is required in each of the four areas.

§7.42. Music-choral grades NK-12.

The applicant seeking an endorsement in music-choral shall complete a minimum of 42 semester hours of course work in the following:

1. Basic music knowledge: 18 semester hours
   Experiences shall be related to music theory, music history, and literature.

2. Musical performance: 18 semester hours
   Experiences shall consist of developing competency in a primary and secondary medium, selected from voice or keyboard, and in teaching, rehearsing, and conducting ensembles.

3. Electives: 6 semester hours
   Course work selected from either of the two areas above.

§7.43. Music-instrumental grades NK-12.

The applicant seeking an endorsement in music-instrumental shall complete a minimum of 42 semester hours of course work in the following:

1. Basic music knowledge: 18 semester hours
   Experiences shall be related to music theory, music history, and literature.

2. Musical performance: 18 semester hours
   Experiences shall consist of developing competency in a primary performance medium (band or orchestral instrument), and in a secondary performance medium (band, orchestral, or keyboard instrument), and in teaching, rehearsing, and conducting ensembles.

3. Electives: 6 semester hours
   Course work selected from either of the two areas above.

§7.44. Physical education NK-12.

The applicant seeking an endorsement in physical education NK-12 shall complete a minimum of 33 semester hours in the following:

1. Scientific background: 9 semester hours
   Must include human anatomy, physiology, and kinesiology.

2. General theory in physical education: 9 semester hours
   History and principles of physical education, administration of physical education, motor learning/development, adapted physical education, and measurement and evaluation in physical education.

3. Health and safety, personal health: 6 semester hours
   First aid, CPR, Heimlich Maneuver, and safety. Personal health and lifestyle choices.

4. Physical education activities: 6 semester hours
   Movement education, individual and dual sports, games, rhythms and dance, tumbling, gymnastics, and outdoor education are optional.

5. Electives: 3 semester hours
   Course work selected from areas one through four.

§7.45. Physical education NK-12 (Add-on endorsement).

The applicant seeking an add-on endorsement in physical education NK-12 shall complete the following:

1. An endorsement in health education

2. General theory in physical education: 6 semester hours
   History and principles of physical education, administration of physical education, motor learning/development, adapted physical education, and measurement and evaluation in physical education.

3. Physical education activities: 6 semester hours
   Movement education, individual and dual sports, games, rhythms and dance, tumbling, gymnastics, and outdoor education are optional.

4. Kinesiology: 3 semester hours

§7.46. Physics.

The applicant seeking an endorsement in physics shall complete a major in physics or the equivalent to a major in physics that includes a minimum of 53 semester hours of course work in the following:

1. Physics: 32 semester hours

2. Background requirements

   a. Chemistry: 6 semester hours

   b. Biology: 3 semester hours

   c. Mathematics: 12 semester hours
      Experiences shall include calculus and statistics.

§7.47. Political science.

The applicant seeking an endorsement in political science shall complete a minimum of 36 semester hours in the following:

1. Political science: 24 semester hours

2. Economics: 6 semester hours
   Must include experiences in consumer economics.

3. History and/or geography: 6 semester hours

§7.48. Political science (Add-on endorsement).

The applicant seeking an endorsement in political science shall complete the following:

1. An endorsement in history

2. Economics: 6 semester hours
   Experiences shall include consumer economics.

3. Political science: 12 semester hours
   Experiences shall include American government and comparative government.

4. Geography: 6 semester hours
   Experiences shall include physical, cultural, and/or historical geography.

§7.49. Psychology.

The applicant seeking an endorsement in psychology shall complete the following:

Psychology: 30 semester hours

§7.50. Social studies.

The applicant seeking an endorsement in social studies shall complete a minimum of 42 semester hours in the following:

1. History: 18 semester hours

2. Political science: 12 semester hours

3. Geography: 6 semester hours

4. Economics: 6 semester hours

§7.51. Sociology and cultural anthropology.

The applicant seeking an endorsement in sociology and cultural anthropology shall complete a minimum of 30 semester hours in the following:

Sociology and cultural anthropology: 30 semester hours

§7.52. Special education: early childhood special education.

The applicant seeking an endorsement in early childhood special education shall complete a minimum of 27 semester hours of upper-level or graduate course work to include each of the following:

1. Foundations
   Experiences shall include an overview of early childhood special education and the nature and characteristics of major disabling and at-risk conditions to include legal aspects and trends for service delivery to the birth through age five population.

2. Assessment
   Experiences shall include knowledge in the selection, administration, and interpretation of formal and informal assessment techniques for young children with disabling and at-risk conditions and their families.

3. Instructional Programming
   Methods for providing early intervention to include service delivery options, development of individualized education programs (IEPs) and individualized family service plans (IFSPs) and curriculum development and implementation to ensure developmentally appropriate intervention techniques in the areas of self-help, motor, cognitive, social/emotional, and language.

4. Speech and language development and intervention
   Experiences shall include the effects of disabling and at-risk conditions on the development of young children and methods of intervention.

5. Medical aspects
   Experiences shall include the medical aspects of young children with disabling and at-risk conditions and the management of neurodevelopmental and motor disabilities including emergency care and the role of health care professionals in the lives of individuals with disabilities.

6. Behavior management
   Experiences shall include the application of principles of learning and child development to individual and group management using a variety of techniques that are appropriate to the age of that child.

7. Consultation
   Experiences shall include communication, collaboration, and consultation techniques to work with children, educators, families, and other human service professionals to include: service coordination, interagency coordination, integration in the least restrictive environment (LRE), and transition facilitation.

8. Child growth and development
   Experiences shall include normal child growth and development from birth through age five.

9. Theories and techniques of family-centered intervention

§7.53. Special education: emotional disturbance grades NK-12.

The applicant seeking an endorsement in emotional disturbance shall complete a minimum of 27 semester hours of course work to include each of the following:

1. Overview of exceptional children
   Theories, characteristics and needs of the different types of exceptionalities. This includes general practices for instructional programming and program evaluation.

2. Characteristics of individuals with emotional disturbances
   Concepts, theories and characteristics of individuals with disabilities and persons with emotional disturbance, including an examination of the impact of the disability on the individual and family, diverse socio-cultural influences, and health aspects.

3. Psychoeducational assessment
   Educational, academic, and behavioral diagnosis and assessment of individuals with emotional disturbance.

4. Instructional programming for individuals with emotional disturbances
   Instructional programming for students with disabilities and modifications of curriculum to facilitate integration of students with emotional disturbance into the continuum of programs and services.

5. Language development
   Speech and language development and the effects of disabling conditions and cultural diversity on language development.

6. Research/policies
   Research and technology trends and legal aspects in special education.

7. Behavior management/social skills development
   Specific techniques of behavior management with emphasis on crisis intervention.

8. Career education
   Career, transition, and vocational programming for individuals with disabilities in society.

9. Consultation
   Collaborative consultation techniques to work with teachers, parents, paraprofessionals and other professionals.

§7.54. Special education: hearing impairment grades NK-12.

The applicant seeking an endorsement in hearing impairment shall complete a minimum of 27 semester hours of course work to include each of the following:

1. Characteristics individuals with hearing impairments
   Experiences shall include socio-cultural aspects, effects of diverse socio-cultural influences, and health-related aspects, and foundations of education and culture of persons with hearing impairments.

2. Psychoeducational assessment
   Experiences shall include psychoeducational assessment of disabled persons, including individuals who are hearing impaired.

3. Instructional programming
   Experiences shall include methods and procedures for teaching persons with hearing impairments, including instructional programming and modifications of curriculum to facilitate integration of students with disabilities into the continuum of programs and services.

4. Speech and language development
   Speech and language development and the effects of disabling conditions and cultural diversity on typical language development. Experiences shall include the effects of hearing impairments and cultural diversity on language development.

5. Research/policies
   Experiences shall include research and technology trends and legal aspects in special education.

6. Behavioral management
   Experiences shall include individual and group behavior management techniques.

7. Career education
   Experiences shall include career and vocational aspects of individuals with disabilities, including persons with hearing impairments, in society.

8. Consultation
   Experiences shall include consultation techniques to work with parents and other professionals.

9. Speech and hearing science
   Anatomy of speech structures, auditory and visual mechanisms, production, transmission and psychophysical characteristics of sound, general and specific effects of hearing impairment on production and reception of speech.

10. Audiology
    Diagnosis in hearing evaluation, testing procedures and characteristics of amplification

devices and their application to the instructional processes.
Experiences shall include individual and group amplification systems with emphasis upon classroom utilization.

11. Communication modalities
Experiences with various modalities of communication including various sign language systems, Cued Speech, speechreading and verbal communication.

§7.55. Special education: mental retardation grades NK-12.

The applicant seeking an endorsement in mental retardation shall complete a minimum of 27 semester hours of course work to include each of the following:

1. Overview of exceptional children
Theories, characteristics and needs of the different types of exceptionalities. This includes general practices for instructional programming and program evaluation.

2. Characteristics of individuals with mental retardation
Experiences shall include socio-cultural aspects, effects of diverse socio-cultural influences, health-related aspects, and characteristics of individuals who are mentally retarded.

3. Psychoeducational assessment
Experiences shall include psychoeducational assessment and its interpretation for students who are mentally retarded.

4. Instructional programming
Experiences shall include instructional programming for students with disabilities and modifications of curriculum to facilitate integration of students who are disabled into the continuum of programs and services.

5. Language development
Experiences shall include the effects of disabling conditions and cultural diversity on typical language development.

6. Research/policies
Experiences shall include research and technology trends and legal aspects in special education.

7. Behavior management
Experiences shall include individual and group behavior management techniques.

8. Career education
Experiences shall include career and vocational exploration, as well as leisure and social skills training, for the mentally retarded.

9. Consultation
Experiences shall include consultation techniques to work with parents and other professionals.

§7.56. Special education: severe disabilities grades NK-12.

The applicant seeking an endorsement in severe disabilities shall complete a minimum of 27 semester hours of course work to include each of the following:

1. Characteristics of individuals with severe disabilities
Characteristics of individuals with disabilities, including socio-cultural aspects, effects of

diverse socio-cultural influences, health related aspects, and characteristics of students with severe disabilities, including medical aspects and their implications for instruction;

2. Psychoeducational assessment
Appropriate procedures and instruments used to identify students with severe disabilities and evaluate their progress;

3. Instructional programming
Philosophy and methods of best practice to educate students with severe disabilities with their non-disabled, age appropriate peers.

4. Speech and language development
Speech and Language development and the effects of disabling conditions and cultural diversity on typical language development, including communication development (e.g. nonverbal systems and electronic communication devices);

5. Research/policies
Research and technology trends and legal aspects in special education;

6. Methods for teaching individuals with severe disabilities
Methods for teaching individuals with severe disabilities, including self-care, social and leisure skills development, and occupational and physical therapy techniques with application for use with students with severe disabilities;

7. Behavior management
Advanced techniques of behavior management.

8. Career education
Vocational factors in the education and training of students with severe disabilities.

9. Consultation
Consultation techniques to work with parents and other professionals.

§7.57. Special education: specific learning disabilities grades NK-12.

The applicant seeking an endorsement in specific learning disabilities grades NK-12 shall complete a minimum of 27 semester hours of course work to include each of the following:

1. Overview of exceptional education
Theories, characteristics, and needs of the different types of exceptionalities. The characteristics should be considered in light of specific age-span/developmental issues related to cognitive functioning, multi-cultural influences, social development and medical interventions. This includes general practices for instructional programming and program evaluation of these individuals.

2. Characteristics of individuals with a specific learning disability
Theories, characteristics and needs of individuals with a specific learning disability. The characteristics should be considered in light of specific age-span/developmental issues related to cognitive functioning, multi-cultural influences, emotional adjustment, social development and medical interventions.

3. Psychoeducational assessment
Educational diagnosis and assessment of students using both individual and group standardized tests, curriculum based assessments, and informal assessment techniques. This should included various techniques to collect and analyze information form classroom observations and from practical experience assessing and diagnosing early childhood, pre-adolescents and adolescent suspected of having a specific learning disability.

4. Instructional programming for individuals with a specific learning disability
Instructional programming and program evaluation for individuals with a specific learning disability to facilitate integration of these students into the continuum of services. This includes methods for teaching academics, study skills, and learning strategies which include a multi-sensory approach specific to these students.

5. Remedial strategies and methods for individuals with a specific learning disability
Remedial strategies and methods for individuals with a specific learning disability which include a multi-sensory approach for remediation and improvement of basic skills in the areas of reading, written expression, listening comprehension, oral language, pragmatic language, and mathematics.

6. Language development
Speech and language development and the effects of disabilities, especially a specific learning disability, and cultural diversity on typical language development, including the nature and history of the English language, the process of acquiring English language skills, and the structure of the English language.

7. Research/policies
Current research, technology trends, and laws related to the education and employment of persons with disabilities (e.g., P. L. 101-476, Section 504 of the Rehabilitation Act of 1973). This should include current regulations and procedures governing special education, including Individual Education Program (IEP) development.

8. Behavior management/social skills development
Specific techniques addressing management of behavior, remediation of inappropriate social skills and development of appropriate social behavior using techniques based upon behavioral, cognitive, and affective psychological theories. This includes an understanding of the psychosocial aspects effecting self-esteem, behavior and academic progress of the individuals with a specific learning disability.

9. Consultation
Collaborative/consultation techniques to work with parents, teachers, related service personnel, administrators, service community agencies, and other professionals in providing services and in planning for further education, careers, transition and/or vocational programming.

§7.58. Special education: speech/language disorders grades NK-12.

The applicant seeking an endorsement in speech/language disorders shall complete the requirements through one of the following options:

A. Option one.

1. An earned master's degree in speech-language pathology from an accredited institution.

2. Complete 60 semester hours of course work, 30 semester hours of which must be earned at the graduate level, and shall include:

a. 12 semester hours of course work providing fundamental knowledge of anatomy and physiology of speech and auditory mechanisms and the normal development and the use of speech, voice, hearing, and language.

b. 24 semester hours of course work to include each of the following:

(1) current principles, procedures, techniques, and instruments used in evaluating speech, language, voice, and hearing;

(2) various types of disorders of speech, language, voice and hearing classifications, causes and manifestations;

(3) principles, remedial procedures and instrumentation used in the habilitation,prevention and rehabilitation of disorders of articulation, language, fluency, voice and resonance;

(4) relationships among speech, language, voice and hearing problems, especially multiple disabling conditions;

(5) the evaluation and treatment of disorders of the oral and pharyngeal mechanisms as they relate to communication, including but not limited to dysphagia.

(6) the use of alternative communication devices and appliances facilitating communication;

(7) organization and administration of public school programs designed to provide direct service for speech/language impaired persons;

(8) services available from related fields for those with disorder of communication;

(9) effective use of information obtained from related disciplines about the sensory, physical, emotional, social, and/or intellectual status of a child or an adult, including psychoeducational assessment; and

(10) research, trends and legal issues in the field of special education.

c. 6 semester hours in audiology, to include hearing measurement, aural rehabilitation, and manual communication.

d. A maximum of 3 semester hours of credit in courses for thesis or dissertation.

e. A minimum of 300 clock hours of direct client contact, of which 100 shall be in a supervised educational setting. This experience must have been sponsored by the college or university attended and shall include no more than 6 semester hours. A minimum of 200 clock hours must be in speech-language pathology. These 300 clinical clock hours shall be appropriately distributed in each of the following areas:

(1) diagnosis (evaluation of speech and language)

(2) management of language disorders

(3) management of voice disorders

(4) management of articulation disorders

(5) management of fluency disorders

(6) audiology (measurement of hearing and aural rehabilitation)

B. Option two.

1. A current license in speech pathology issued by the Virginia Board of Examiners for Audiology and Speech Pathology.

2. Course work which includes the following:

a. psychoeducational assessment;

b. manual communication; and

c. research trends and legal issues in the field of special education.

§7.59. Special education: visual impairment grades NK-12.

The applicant seeking an endorsement in visual impairment shall complete a minimum of 27 semester hours of course work to include each of the following:

1. Characteristics individuals with visual impairments
   Experiences shall include characteristics of individuals with disabilities, and impact of visual impairment on infant and children's growth and development, and on child and adolescent psycho-social development including family interaction patterns.

2. Assessment for visual impairment
   Experiences shall include low vision practices and procedures, to include assessment and instructional programming for functional vision.

3. Language development
   Experiences shall include language development and the effects of disabling conditions and cultural diversity on language development.

4. Research/policies
   Experiences shall include current research and technology trends and legal aspects in special education, including national, state and community resources for students who are blind and skill in using technological devices and equipment.

5. Daily living skills
   Experiences shall include social and recreational skills and resources for individuals who are blind to include methods and materials for assessing and teaching activities of daily living.

6. Braille reading and writing
   Experiences shall include teaching reading and writing of grade 2 Braille on both a Braille writer and a "slate and stylus," and knowledge of other codes to include Nemeth, music code, computer Braille.

7. Behavior management
   Experiences shall include individual and group behavior management techniques.

8. Career education
   Experiences shall include career/vocational and transition programming for individuals who are disabled in society, including knowledge of careers, vocational opportunities, and transition from school to work.

9. Consultation
   Experiences shall include consultation techniques to work with parents and other professionals.

10. Anatomy, physiology, and diseases of the eye
    Experiences shall include anatomy, physiology, and diseases of the eye and the educational implications.

§7.60. Speech communication.

The applicant seeking an endorsement in speech communications shall complete the following:

Speech communication: 24 semester hours
Including competencies in analytical, organizational, vocal, physical, and social skills.

§7.61. Speech communication (Add-on endorsement).

The applicant seeking an add-on endorsement in speech communication shall complete the following:

1. An endorsement in any area.

2. Speech communication: 15 semester hours
   Including competencies in analytical, organizational, vocal, physical, and social skills.

§7.62. Technology education.

The applicant seeking an endorsement in technology education shall complete a minimum of 39 semester hours in the following:

1. Technology and culture: 6 semester hours*
   Experiences shall include the historical development of technology and its present and future impact on the individual, society and environment.

2. Technological foundations: 12 semester hours
   Experiences shall include drafting, electronics, materials science and energy, and power.

3. Technological processes: 12 semester hours
   Experiences shall include material processes, manufacturing, constructing, designing, and graphic communications.

4. Technological systems: 9 semester hours
   Experiences shall include communication, production, and transportation.

§7.63. Theatre arts.

The applicant seeking an endorsement in theatre arts shall complete the following:

Theatre arts: 24 semester hours

§7.64. Theatre arts (Add-on endorsement).

The applicant seeking an add-on endorsement in theatre arts shall complete the following:

1. An endorsement in any area.

2. Theatre arts: 15 semester hours

§7.65. Trade and industrial education.

The applicant seeking an endorsement in trade and industrial education shall meet the requirements through one of the following options:

A. Option one — Approved Program (Collegiate Professional License).
A baccalaureate degree in an approved vocational industrial education or trade and industrial education program from a regionally accredited institution.

B. Option two (Collegiate Professional License).
An applicant who has earned a baccalaureate degree must complete the following:

1. National Occupational Competency Test.
Occupational competency shall be demonstrated by a total score at or above 70 percent on the appropriate National Occupational Competency Testing Institute Test (NOCTI) or the equivalent, or through current state licensure based upon the prescribed examination.

2. Occupational Experience Requirements

a. Candidates shall be required to provide evidence of two years or 4,000 hours of satisfactory occupational experience beyond the learning period, at the journeyman level of the trade or occupation, or at an equivalent level in the occupation during the last five years. Experience shall be related to the teaching specialty or the area of endorsement.

b. If the candidate's occupational experience has not been within the last five years, the candidate must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty.

3. Specialized professional studies core: 9 semester hours
The professional studies core, which may be completed under a provisional license, shall consist of course work in the following vocational industrial education course areas:

a. Teaching strategies: 3 semester hours

b. Curriculum design and development: 3 semester hours

c. Program/classroom/laboratory management: 3 semester hours:

C. Option three (Technical Professional License).
An applicant who has not earned a baccalaureate degree must complete the following requirements:

1. National Occupational Competency Test
Occupational competency shall be demonstrated by a total score at or above 70 percent on the appropriate National Occupational Competency Testing Institute Test (NOCTI) or the equivalent, or through current state licensure based upon the prescribed examination.

2. Occupational Experience Requirements

a. Candidates shall be required to provide evidence of two years or 4,000 hours of satisfactory occupational experience beyond the learning period, at the journeyman level of the trade or occupation, or an equivalent level in the occupation

during the last five years). Experience shall be related to the teaching specialty or the area of endorsement.

b. If the candidate's occupational experience has not been within the last five years, the candidate must complete a technical update course related to the teaching specialty or area of endorsement or complete work experience of not less than six weeks related to the area of endorsement or teaching specialty.

3. Specialized professional studies core: 9 semester hours
The specialized professional studies core, which may be completed under a provisional license, shall consist of course work in the following vocational industrial education course areas:

a. Teaching strategies: 3 semester hours

b. Curriculum design and development: 3 semester hours

c. Program/classroom/laboratory management: 3 semester hours:

§7.66. Trade and industrial education (Add-on endorsement).

An applicant seeking an add-on endorsement in trade and industrial education shall complete the following:

1. Collegiate Professional or Postgraduate Professional license with a non-vocational endorsement.

2. Verification of demonstrated competency in the trade or technology to be taught. Verification shall be presented, prior to any teaching assignments, in one of the following ways:

a. A total score at or above 70 percent on the National Occupational Competency Test (NOCTI) for the occupation; and, two years of satisfactory full-time employment experience at the journeyman level or an equivalent level in the occupation within the last five years.

b. Hold licensure for the trade or industrial area that requires a license (This license must be based upon the prescribed examination.); and complete two years of satisfactory full-time employment experience at the journeyman level or an equivalent level in the occupation within the last five years.

3. Completion of a minimum of 9 semester hours of course work selected from at least three of the following specialized vocational industrial education areas:

a. teaching methods;

b. curriculum;

c. laboratory/shop management; and/or

d. vocational student organizations.

PART VIII
SUPPORT PERSONNEL

§8.1. Division superintendent license.

An individual may be a candidate for the Eligibility List of Division Superintendents and the renewable division superintendent license through the completion of the requirements in one of the following three options.

A. Option one.

1. Hold an earned doctorate degree in educational administration or educational leadership from an accredited institution.

2. Completed five years of educational experience in a public and/or accredited nonpublic school, two of which must be teaching experience at the NK-12 level and two of which must be in administration/supervision at the NK-12 level.

B. Option two.

1. Hold an earned master's degree from an accredited institution plus completed 30 graduate hours beyond the master's degree.

2. Completed requirements for principal endorsement which includes the demonstration of competencies in the following areas:

   a. Leadership skills;

   b. Development and management of budgets;

   c. Knowledge of school law;

   d. Human relations skills;

   e. Supervision of instruction skills;

   f. Personnel management and development;

   g. Public relations skills; and

   h. Decision making skills.

3. Completed five years of educational experience in a public and/or accredited nonpublic school, two of which must be teaching experience at the NK-12 level and two of which must be in administration/supervision.

C. Option three.

1. Hold an earned master's degree from an accredited institution.

2. Hold a current, valid out-of-state license with an endorsement as a division superintendent.

3. Completed five years of educational experience in a public and/or accredited nonpublic school, two of which must be teaching experience at the NK-12 level and two of which must be in administration/supervision.

§8.2. Instructional and supervisory personnel.

A. The applicant seeking an endorsement in an instructional and supervisory personnel area shall complete the following:

1. An earned master's degree;

2. Possess leadership qualities and personal characteristics attested to by a division superintendent of schools, by the chief administrative officer of a private school, or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications;

3. A minimum of 2 semester hours of graduate level course work in each of the following areas:

   a. Supervision and evaluation of instructional programs;

   b. Social psychology of organizations;

   c. Curriculum development;

   d. School administration;

   e. Learning theory;

   f. Child growth and development (birth through adolescence); and

   g. School law, if special education is the area to be supervised, school law shall include special education law.

B. Applicants seeking the instructional supervisor or supervisor endorsements in a specialized area or level shall complete requirements in item A and the following requirements:

1. A minimum of three years of successful, full-time experience as a teacher or school professional certified in the area of specialization;

2. Recent successful experience as a teacher, administrator, supervisor, or school professional in the area and level of the endorsement sought;

3. Endorsed in the specialization or teaching area within that level;

4. Applicants seeking the general supervisor, director of instruction, or assistant superintendent for instruction endorsements shall complete the following requirements:

   a. A minimum of three years of recent successful experience as a teacher, administrator, supervisor, or school professional; and

   b. Formal graduate work in curriculum in at least two levels (elementary, middle, and secondary).

§8.3. Reading specialist.

The applicant seeking an endorsement as reading specialist shall have: (i) at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility; (ii) an earned master's degree from an accredited college or university; and (iii) a planned graduate level program in reading that includes course experiences of a minimum of 30 semester hours in the following:

1. 18 semester hours of graduate course work in the following:

   a. Foundations or survey of reading instruction;

   b. Language development;

   c. Reading in the content areas;

   d. Organization and supervision of reading program development;

   e. Diagnosis and remediation of reading difficulties; and

   f. Practicum in the diagnosis and remediation of reading difficulties.

2. 12 semester hours of graduate or undergraduate course work selected from any of the following areas:

   a. Measurement and/or evaluation;

   b. Child and/or adolescent psychology;

   c. Psychology, including personality and learning behaviors;

   d. Literature for children, adolescents, and adults with limited reading ability;

   e. Language arts instruction;

   f. Learning disabilities; and

   g. Contemporary issues in the teaching of reading.

§8.4. School counselor (elementary, middle, and secondary).

The applicant seeking an endorsement in school counseling shall complete the following:

1. An earned master's degree from an approved program in school counseling or a master's degree from an accredited college or university and completed an approved school guidance and counseling program.

2. Two years of successful full-time teaching experience or two years of successful experience in guidance and counseling. (Two years of successful, full-time experience in guidance and counseling under a provisional license may be accepted to meet this requirement.)

3. 39 semester hours of graduate course work to include each of the following areas:

   a. Human growth and development

   b. Social and cultural foundations

   c. Counseling relationships (individual, group, and family)

   d. Lifespan career development

   e. Appraisal

   f. Research and evaluation

g. Professional orientation

h. Specialization studies in school counseling (elementary, middle, or secondary counseling)

i. Internship in guidance and counseling: 200 clock hours in an educational setting at the level of endorsement. To add an endorsement at another level requires a 200-clock-hour internship in an educational setting or one year of successful service as a school guidance counselor at the level seeking endorsement.

§8.5. School principal (elementary, middle, and secondary).

An individual may become eligible for an endorsement as an elementary, middle, and/or secondary principal or assistant principal through the completion of the requirements in one of the following options. Individuals obtaining full licensure must have satisfied all principal endorsement requirements. A provisional endorsement is issued to individuals who have satisfied the principal endorsement requirements with the exception of the internship.

A. Option one: Virginia approved program.

1. Hold a master's degree from an accredited college or university;

2. Complete three years of successful, full-time teaching experience in an accredited nonpublic or public school; and

3. Complete an approved restructured principal preparation program in Virginia which includes a full-time internship. The internship must be a minimum of 90 days in length under the joint supervision of a university faculty member and an appropriate school administrator, preferably the building principal, and shall be inclusive of a full range of administrative experiences,including contact with students in ongoing instructional programs.

Individuals who have completed all requirements in this option except the full-time 90-day internship will qualify for a provisional endorsement. These individuals must complete the full-time, 90-day internship during their first year of employment as an assistant principal or principal to be eligible for the full license.

B. Option two: Out-of-state approved program in administration.

1. Hold a master's degree from an accredited college or university;

2. Complete three years of successful, full-time teaching experience in an accredited nonpublic or public school; and

3. Complete an out-of-state approved program in elementary, middle, and/or secondary administration which includes a full-time internship.

or

Complete an out-of-state approved program in elementary, middle, and/or secondary administration and have a minimum of one year of successful, full-time experience as a principal or assistant principal.

Individuals who have completed all requirements in this option except the full-time internship or one year of successful full-time experience as a principal or assistant principal may be issued a provisional endorsement in Virginia. During the first year of employment in Virginia as an assistant principal or principal, the individual must work cooperatively with a practicing administrator.

C. Option three: Out-of-state administration license.

1. Hold a master's degree from an accredited college or university;

2. Hold a current, valid out-of-state license with endorsements as an elementary, middle, and/or secondary principal; and

3. Have a minimum of one year of successful, full-time experience as a principal or assistant principal in an accredited nonpublic or public school.

Individuals who have completed all requirements in this option except the one year of successful, full-time experience as an assistant principal/principal may be issued a provisional endorsement upon employment as an assistant principal or principal. During the first year of employment as an assistant principal or principal, the individual must work cooperatively with a practicing administrator.

§8.6. School psychologist.

The applicant seeking the school psychologist endorsement shall complete the following:

1. 60 graduate hours which culminate in at least a master's degree from an approved program in school psychology or hold a certificate issued by the National School Psychology Certification Board;

2. Course work shall include the following competencies:

a. Assessment:

(1) Cognitive;

(2) Academic; and

(3) Personality/social.

b. Intervention (direct and indirect):

(1) Counseling;

(2) Consultation; and

(3) Behavior management;

c. Psychological Foundations:

(1) Biological bases of behavior;

(2) Cultural diversity;

(3) Infant, child and adolescent development (normal/abnormal);

(4) Personality theory;

(5) Human learning; and

(6) Social bases of behavior.

d. Educational foundations:

(1) Education of exceptional learners;

(2) Instructional and remedial techniques; and

(3) Organization and operation of schools.

e. Statistics and research design

f. Professional school psychology:

(1) History and foundations of school psychology;

(2) Legal and ethical issues;

(3) Professional issues and standards; and

(4) Role and function of the school psychologist.

3. An internship which is documented by the degree granting institution. No more than 12 hours of internship can be counted toward the 60 graduate semester hours required for certification. The internship experience shall occur on a full-time basis over a period of one year or on a half-time basis over a period of two consecutive academic years. The internship shall occur under conditions of appropriate supervision, i.e., school based supervisor shall hold a valid credential as a school psychologist and non-school based supervisor shall be an appropriately credentialed psychologist. The internship shall include experiences at multiple age levels, at least one half of which shall be in an accredited school setting.

§8.7. School social worker.

The applicant seeking the school social worker endorsement shall complete the following:

1. An earned master's of social work from an accredited school of social work with a minimum of 60 graduate hours;

2. Supervised practicum or field experience of a minimum of 400 clock hours in an accredited school discharging the duties of a school social worker or completion of a minimum of one year full-time supervised successful experience as a school social worker in an accredited school;

3. School social work practice: 3 semester hours at the graduate level;

4. A minimum of 6 graduate semester hours distributed in at least two of the following:

a. School law;

b. School administration;

c. Assessment and evaluation; and

d. Education of the exceptionalities.

§8.8. Visiting teacher.

The applicant seeking the visiting teacher endorsement shall complete the following:

1. An earned master's degree from an accredited college or university;

2. Two years of experience:

   a. one year of successful full-time experience in an accredited educational setting either as a teacher or as a pupil personnel professional; and

   b. one year of full-time supervised experience as a visiting teacher in an accredited school.

3. A minimum of 30 graduate hours which shall include a course in each of the following:

   a. School social work practice;

   b. Community organization;

   c. Casework practice;

   d. Group process;

   e. Family dynamics;

   f. Abnormal psychology;

   g. Human growth and development (Birth through adulthood);

   h. Assessment/evaluation;

   i. Education of exceptionalities; and

   j. School law.

§8.9. Vocational evaluator license.

An applicant seeking a vocational evaluator license must complete the following:

A. A minimum of 150 clock hours of orientation to vocational evaluation under the supervision of a practicing, certified, school-based vocational evaluator. Such orientation may be concurrent with employment and must be completed by December 1 or no later than the third month of employment.

B. Completion of one of the following options:

   1. Option one: Certified in Vocational Evaluation (CVE) and has met all standards and criteria of the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES).

   2. Option two: Hold a master's degree in vocational evaluation, vocational education, special education, or rehabilitation counseling.

   3. Option three: Hold a bachelor's degree in vocational evaluation, vocational education, special education, or rehabilitation service and complete a minimum of 30 semester hours from among the following with at least six semester hours in each of the following areas:

a. Client services.

(1) Education for exceptional children;

(2) Medical aspects of disabling conditions or medication information for counselors;

(3) Introduction to vocational rehabilitation or rehabilitation techniques;

(4) Counseling theory or human services counseling;

(5) Statistics or research methodology or educational statistics;

(6) Individual counseling or counseling techniques and practices;

(7) Human service organizations; or

(8) English composition or report writing.

b. Vocational aspects.

(1) Purposes/practices of vocational education;

(2) Occupational information;

(3) Work hardening;

(4) Individual program planning; or

(5) Career/life planning.

c. Vocational evaluation.

(1) Tests and measurements or psychology testing;

(2) Educational psychology

(3) Work samples in vocational evaluation;

(4) Job analysis;

(5) Purposes/practices of vocational evaluation; or

(6) Transition services.

d. Psychology.

(1) Psychology of learning or learning theory;

(2) Psychology of personality or developmental psychology;

(3) Psychology of adolescence; or

(4) Introduction to psychology.

§8.10. Vocational special needs (Add-on endorsement).

The applicant seeking the vocational special needs endorsement shall complete the following:

1. A baccalaureate degree in special education, vocational education, or teaching license with endorsement in one area of vocational education or special education.

2. A minimum of 15 semester hours of course work that includes:

   a. Overview of vocational special needs programs and services: philosophy; development; learning characteristics of all students including those who are disadvantaged; disabled, and gifted; program implementation; and evaluation: 3 semester hours

   b. Instructional methods and curriculum and resources in career-vocational, community based and transition programs for special populations in vocational education: 3 semester hours

   c. Planning and delivery of cooperative education programs: training site evaluation marketing, planning, and evaluation: 3 semester hours

   d. Career/life planning, transitioning, and occupational information: 3 semester hours

   e. Purposes and practices, characteristics of special populations: 3 semester hours

3. 4,000 clock hours of employment experience in business or industry or complete a work experience internship under the supervision of an institution of higher education.

APPENDIX

EXCERPTS FROM THE CODE OF VIRGINIA

§ 22.1-298. Regulations governing licensure.

The Board of Education shall, by regulation, prescribe the requirements for the licensure of teachers. Such regulations shall include a requirement that every teacher seeking initial licensure take a professional teacher's assessment prescribed by the Board. Notwithstanding any provision of law to the contrary, the Board may provide for the issuance of a provisional license, valid for a period not to exceed two years, to any person who does not meet this requirement or any other requirement for licensure by law. (Code 1950, § 22-204; 1954, c. 638; 1958, c 300; 1979, c. 532; 1980, c. 559.)

§ 22.1-299. License required of teachers.

No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license or provisional license issued by the Board of Education. In accordance with regulations prescribed by the Board, a person not meeting the requirements for a license or provisional license may be employed and paid from public funds by a school board temporarily as a substitute teacher to meet an emergency. (Code 1950, § 22.204; 1954, c. 638; 1958, c. 300; 1979, c. 532; 1980, c. 559.)

§ 22.1-305.2. Advisory Board on Teacher Education and Licensure.

There is hereby established the Advisory Board on Teacher Education and Licensure which shall consist of nineteen members to be appointed by the Board of Education. Ten members of the Advisory Board shall be classroom teachers, with at least the following representation: three elementary school teachers, three middle school teachers, and three high school teachers. Three members of the Advisory Board shall be school administrators, one of whom shall be a school principal, one of whom shall be a division superintendent, and one of whom shall be a school personnel administrator. Two members of the Advisory Board shall be faculty members in teacher preparation programs in public or private institutions of higher education, who may represent the arts and sciences. One member of the Advisory Board shall be a member of a school board. One member of the advisory board shall be a member of a parent-teacher association. One member of the Advisory Board shall be a representative of the business community and one member shall be a citizen at large. The Superintendent of Public Instruction or his designee and the Director of the State Council of Higher Education or his designee and the Chancellor of the Virginia Community College System or his designee shall serve as nonvoting ex officio members of the Advisory Board.

The Superintendent of Public Instruction shall designate a staff liaison to coordinate the activities of the Advisory Board. The Advisory Board shall meet five times per year or upon the request of its chairman or the Board of Education. The Advisory Board shall annually elect a chairman from its membership. The members of the Advisory Board shall serve without compensation; however, the necessary expenses incurred in the performance of their duties as members of the Advisory Board shall be reimbursed by the Department of Education.

The members of the Advisory Board shall be appointed for three-year terms. However, the incumbent members of the Teacher Education Advisory Board serving on July 1, 1990, shall be appointed to serve as initial members of the Advisory Board on Teacher Education and Licensure for the duration of the terms for which they were originally appointed. Upon the expiration of the terms of these incumbent members, the members appointed to replace them shall serve for three-year terms. No person may be appointed to serve for more than two consecutive terms. Those serving as incumbent members on July 1, 1990, shall be eligible to be reappointed to serve for one

additional term. Members shall hold office after expiration of their terms until their successors are duly appointed.

The Advisory Board on Teacher Education and Licensure shall advise the Board of Education and submit recommendations on policies applicable to the qualifications, examinations, licensure, and regulation of school personnel including revocation, suspensions, denial, cancellation, reinstatement, and renewals of licenses, fees for processing applications, standards for the approval of preparation programs, reciprocal approval of preparation programs, and other related matters as the Board of Education may request or the Advisory Board may deem necessary. The final authority for licensing school personnel shall remain with the Board of Education. (1990, c. 970.)

© 1993, Virginia Department of Education

The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, color, religion, disabilities, or national origin in employment or in its educational programs and activities.